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CAREER PATTERNS ANALYSIS OF A SELECTED GROUP OF FORMER VOCATIONAL TEACHERS.

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*CAREERS, CAREER PLANNING, OCCUPATIONS, *CAREER CHOICE, *VOCATIONAL EDUCATION, VOCATIONAL SCHOOLS, VOCATIONAL INTERESTS, *TEACHERS, TEACHER ATTITUDES, TEACHER CHARACTERISTICS, QUESTIONNAIRES, *EMPLOYMENT PRACTICES, TEACHER EMPLOYMENT, EMPLOYMENT PATTERNS, LONGITUDINAL STUDY, EAST LANSING, MICHIGAN

AN ATTEMPT WAS MADE TO DISCERN THOSE FACTORS CONTRIBUTING TO THE CAREER DEVELOPMENT OF A SELECTED GROUP OF FORMER VOCATIONAL TEACHERS WHO (1) GRADUATED FROM MICHIGAN STATE UNIVERSITY IN 1952, 1956, 1958, 1960, AND 1961 QUALIFIED TO TEACH EITHER AGRICULTURE, BUSINESS, OR HOME ECONOMICS, (2) BEGAN TO TEACH VOCATIONAL EDUCATION IMMEDIATELY AFTER COLLEGE GRADUATION, AND (3) TAUGHT FOR 1 OR MORE YEARS, BUT WERE NOT TEACHING IN THE FALL OF 1965. LONGITUDINAL TYPE CAREER INFORMATION WAS GATHERED IN THE FOLLOWING CATEGORIES--(1) BACKGROUND AND PERSONAL INFORMATION, (2) CAREER CHOICE AND EDUCATIONAL HISTORY, (3) EMPLOYMENT HISTORY, (4) WORK VALUES, (5) TEACHING SATISFACTION, (6) REASONS FOR LEAVING TEACHING, (7) ATTITUDES TOWARD RE-ENTERING VOCATIONAL TEACHING, AND (8) SOCIAL MOBILITY. QUESTIONNAIRES WERE RETURNED BY 88 PERCENT WHICH RESULTED IN 205 CAREERS OF FORMER VOCATIONAL TEACHERS BEING ANALYZED FOR THE STUDY. ANALYSES INCLUDED USE OF THE CHI-SQUARE, KRUSKAL-WALLIS ONE-WAY ANALYSIS MODEL, SPEARMAN RANK CORRELATION COEFFICIENT, MILLER-FORM CAREER PATTERN PARADIGM, AND DESCRIPTIVE CAREER PATTERNS. IMPLICATIONS FOR VOCATIONAL TEACHER EDUCATION AND HYPOTHESES FOR FUTURE RESEARCH WERE PRESENTED. (JC)

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CAREER PATTERN ANALYSIS OF A SELECTED GROUP OF FORMER VOCATIONAL TEACHERS

COOP. RESEARCH PROJECT S-458

JOHN F. THOMPSON

MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN

1966

ABSTRACT

CAREER PATTERN ANALYSIS OF A SELECTED GROUP OF FORMER VOCATIONAL TEACHERS

by John Francis Thompson

Problem: This study was designed to discern those factors contributing to the career development of a selected group of former vocational teachers who: graduated from Michigan State University in 1952, 1956, 1958, 1960 and 1961 qualified to teach either agriculture, business or home economics; who began to teach vocational education immediately after college graduation; who taught for one or more years; but who were not teaching in the fall of 1965.

Procedure: Longitudinal type career information was gathered in the following categories: (1) background and personal information, (2) career choice and educational history, (3) employment history, (4) work values, (5) teaching satisfaction, (6) reasons for leaving teaching, (7) attitude toward re-entering vocational teaching, and (8) social mobility. Questionnaires were returned by 88 percent which resulted in 205 careers of former vocational teachers being analyzed for the study. The analyses included the use of chi-square, Kruskal-Wallis One Way Analysis Model, Spearman Rank Correlation Coefficient, Miller-Form Career Pattern Paradigm and descriptive career patterns.

Findings: Differences among factors which contributed to career development of former vocational teachers were more sharply discernible by sex, area of residence at birth, parental educational attainment, Miller-Form Career Patterns and descriptive patterns.

Career choice of former vocational teachers was like that of teachers in general, as the women respondents decided to become teachers somewhat earlier than did men and the majority did not decide to become teachers until after college entrance.

Mothers of former vocational teachers had a median education level of 12 years, which was one year higher than the educational level of the fathers. Nearly two-thirds of the former vocational teachers' parents had been blue-collar workers.

There was a numerical progression in the rate of exit. The peak exit rate occurred during year two for the home economics and business teachers, but during year four for agriculture teachers.

Former vocational teachers selected teaching for its physical and interpersonal dimensions. They entered jobs very closely allied to the subject matter in which they were teaching as they left vocational classrooms.

The former vocational teachers were characterized as having high self-expression and people-oriented values, but much lower extrinsic and other values. They agreed that only their ideal self-expression and people-oriented values could be met in teaching.

A positive attitude toward re-entering vocational teaching was held by 55 percent of the respondents; by 41 percent of the former agriculture teachers; but by nearly two-thirds of the former business and home economics teachers. The respondents who had a rural orientation; whose parents were blue-collar workers and possessed low levels of education perceived their teaching social status as being higher than that of their parents.

The Miller-Form Career Pattern Paradigm classified careers as being secure or insecure. Those exhibiting insecure patterns: (1) decided to become a teacher earlier; (2) were more likely to seek education beyond the bachelor's degree; (3) were much more likely to enter college as they exited; (4) had a positive attitude toward re-entering vocational teaching on a full-time basis; and (5) were more likely to climb in socio-economic status as they left teaching; than were those former vocational teachers classified as having secure career patterns.

Five descriptive career patterns were identified and titled: family, in-out, horizontal, vertical, and cautious. The vertical and cautious career pattern holders: (1) had a rural orientation, (2) chose teaching for its interpersonal dimensions, (3) decided to become teachers while in college, (4) sought education beyond the bachelor's degree, (5) would re-enter vocational teaching on a full-time basis, and (6) perceived their teacher social status as being quite a bit higher than that of their parents. Those respondents holding family

and in-out career patterns were similar to each other, but quite different from those vertical and cautious careerists.

CAREER PATTERN ANALYSIS OF A SELECTED GROUP OF FORMER VOCATIONAL TEACHERS

By

John Francis Thompson

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CHAPTER ONE

INTRODUCTION TO THE STUDY

The occupation of teaching is a many faceted phenomenon and persons clamor for entry into this occupation at many levels. Exit; then re-entry is rather widespread in the teaching career of some persons. Conditions which permit this style of behavior are sometimes referred to as "the swinging door policy" of education. A large segment of those who leave teaching do not choose to re-enter. As this group of former teachers has both professional preparation and teaching experience, they must be regarded as a facet of the teaching profession.

Hughes[1] has stated that a career is a "sort of running adjustment between man and the various facts of life and his professional world." Such a concept of a career with its 'running adjustment' suggests that a career is dynamic rather than static, that actions are sometimes inconspicious rather than always being obvious, and that a career is continuous through time. This running adjustment is not ambiguous behavior but is a series of intra-related actions which merits analysis to reveal a career pattern.

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[1] Everett C. Hughes, "The Making of a Physician--General Statements of Ideas and Problems," Human Organization, Vol. 14, (Winter, 1956), p. 25.

Statement of the Problem

Vocational education programs are being stimulated through three recent Congressional actions: i.e., The Vocational Education Act of 1963, The Manpower Development and Training Act, and the Economic Opportunity Act. These programs are rapidly expanding the number of persons served by vocational education. Obtaining an adequate supply of persons to implement the programs in vocational education that are being developed from the impetus provided through this recent Federal legislation will place additional demands on an already inadequate supply of vocational teachers.

Both full and part-time teaching personnel are needed. One possible source of personnel could be that facet of the teaching profession referred to above as former teachers. A review of literature encompassing former teachers did not reveal the critical choice points in their careers, nor did it reveal how they viewed teaching as a profession, or why they left teaching, or if they would be receptive to a proposal for re-entry. A need, then, exists for an examination of this facet of the teaching profession to gather descriptive data about former vocational teachers.

This study sought to discern those factors which contributed to the career development of a group of former vocational teachers. Another aspect of the research was to determine how this group of former teachers relate to the current teacher shortage in vocational education. Finally, it was thought that the body of descriptive materials gathered in this study might offer data for the continued refinement of the complex concept called a career in vocational teaching.

Rationale

The concept of a profession carries with it the parallel notion of some group of persons called practitioners of that profession. It is not the purpose of this document to argue that education is or is not a profession. It will suffice, though, to note that there is a large body of persons who serve as teachers for several years and as such have a career in education. If, as has been noted previously, a career may be thought of as a type of "running adjustment" of a man to his external world, then an analysis of the careers of teachers ought to reveal something about their perceptions of the occupation of teaching. Further, an inquiry into the careers of persons who identified with, moved through, and then out of teaching ought to be a unique strategy for this analysis.

Relationships to be Explored

This study was descriptive and exploratory in nature rather than prescriptive. Its intent was to discern those factors which contributed to the career development of a group of persons who chose to become teachers, secured the necessary preparation, taught for one or more years, then made an exit from vocational classroom teaching. The specific descriptive data gathered and analyzed include:

1. Background information about parents: age, occupation, place of residence during the respondents' formative years, and parental educational level.

2. The nature of the decision to become a teacher.

3. A career pattern for each respondent. This included number and types of jobs held, where held, when changes were made, why these job changes were made and rate of exit from vocational classroom teaching.

4. Their satisfactions with 21 aspects of teaching in general.

5. Their willingness to consider re-entering vocational teaching.

6. The values for their ideal job and if these values could be met in teaching.

7. Social mobility.

Assumptions on Which the Study is Based

The basic assumptions underlying this research were:

1. Vocational development theory is applicable to the career development of vocational teachers.

2. The concept of a career can be studied and analyzed.

3. This analysis will reveal trends, and critical choice points in the careers of former vocational teachers.

4. Nominal and ordinal data form a basis from which descriptive statements can be made.

5. A mail questionnaire can be refined so that its non-threatening and semi-threatening questions will elicit valid responses.

6. Heterogeneous, highly educated populations will respond favorably to a mailed questionnaire.

7. This study is capable of inspiring further research regarding the refinement of careers in vocational education.

Definitions

Most of the words and concepts used in this research are familiar and are used in a normal manner. There are three phrases, however, that may need to be highlighted in order to clarify and to delimit intended understandings.

1. Vocational Education Teacher: A vocational education teacher is a person who teaches at the high school or post high school level in a program that is designed to prepare its clientele for immediate employment or to seek post secondary vocational-technical schooling. For the purposes of this study this includes those persons who qualified in an undergraduate agriculture, business, or home economics teacher education program and whose teaching experiences were grade nine or above.

2. Former Vocational Teacher: This concept refers to those vocational education teachers who taught for one or more years in a vocational classroom but who are not now teaching. Thus, for the purposes of this study a high school principal who has vocational teaching experience was classified as a former vocational teacher.

3. Career Pattern: Gallaway[2] has defined a career pattern as "a process that is associated with the developmental tasks, implementation of a self-concept, and the developmental character of vocational behavior." A career pattern study seeks to gather longitudinal type data about a respondent and to analyze the sequence of events and the development of characteristics in order to ascertain the recurring themes and underlying trends.[3]

Summary and Overview to Impending Sections

This chapter attempts to establish a point of departure for the later portions of the study. It has delineated the structure within which the study is set. Along with a review of related research in Chapter Two and the research procedures presented in Chapter Three, it should serve to help make the presentation and analysis of data in

---

[2] Charles Galloway, "Research and Vocational Development," Educational Leadership, Vol. 22 (January, 1965), p. 271.

[3] Donald E. Super, "Career Patterns as a Basis for Vocational Counseling," Journal of Counseling Psychology, Vol. 1 (Winter, 1954), p. 13.

Chapter Four meaningful. The summary, recommendations and some unanswered questions offered in Chapter Five provide a critique of the study.

CHAPTER TWO

REVIEW OF RELATED RESEARCH

Introduction

The research concerning careers is quite voluminous. Careers of men are affected by some factors that are not applicable to women, as are the careers of secondary teachers when compared with the careers of elementary teachers. Further, career stability has been shown to be a function of training. With these blinders firmly in place, this review was undertaken with the vocational development of secondary school teachers as the focal point. Other educational groups will be brought into view only to highlight or to contrast basic points. This review begins with a quick overview of vocational development theory followed by an examination of a process of identification with one's career. With these two areas providing an undergirding of theory, the review will then consider the reasons persons give for choosing secondary school teaching and why persons terminate their teaching career. The final section of this review investigates the relevant research regarding career patterns of secondary school teachers.

Vocational Development Theory

This young and growing area of inquiry encompasses the process of growth and learning which underlie all instances of vocational behavior. It, in general, makes the assumption that neither man nor job is static; that they do interact and that each such experience affects the man. Super[1] has this in mind when he speaks of vocational development including "all aspects of development which can be identified as related to work."

The present vocational development theorist may be divided into about five groups. These are:

1. Eli Ginzberg
2. Donald E. Super and David Tiedeman
3. Need Theorists: Anne Roe
   J. L. Holland
   Robert Hoppock
   Psychoanalytic theorists
4. Sociological: T. Caplow
5. Decision Theory: T. L. Hilton

Many new groups are emerging that may replace, add to or enlarge upon the above list. Walz[2] may be used as a starting point for becoming acquainted with the current research in this area.

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[1] Donald E. Super, et. al., Vocational Development: A Framework For Research. Career Pattern Study Monograph No. 1, New York: Teachers College, Columbia University, 1957, pp. 131-32.

[2] Gary R. Walz, "Vocational Development Process," Review of Educational Research, Vol. 33 (April, 1963), pp. 197-204.

None of the projected theories have stood the trial of research or time. This is not to say that they have not been valuable theories. The fact that a theory stimulates research to test an hypothesis makes it very valuable. Ginzberg's[3] theory is a good example of this. It was the first break in the older "trait" theory which used the technique of matching man with job that was put forth by Frank Parsons in 1909. Ginzberg's theory states that occupational choice is a developmental process. Thus, it is not a single decision but a series of decisions made over intervening periods of time. The process is largely irreversible. Since this approach is dependent upon growth-development and chronological age, the process cannot be recreated. The third aspect of the Ginzberg theory is that compromise is an essential aspect of every choice we make. Each person makes the decision through a compromise of his interests, capacities, abilities, values, etc. No one of the elements is the sole basis on an occupational choice. The occupational decision making process has developed as an interplay between maturation and a concurrent growing control over reality. The Ginzberg theory, then, was the first vocational development theory to place an emphasis on process rather than act.

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[3] Eli Ginzberg, et. al., Occupational Choice--An Approach To A General Theory. New York: The Columbia University Press, 1951.

The purpose of this review would not be advanced by an analysis of the adequacies and inadequacies of each of the theories. It is possible, perhaps, to make a point by considering several of them as a group. Roe, Holland, Hoppock and the psychoanalytic theories may each, in general, be classified as a "need theory." Such a gross classification does not do justice to their similarities much less their differences. Roe[4] states that interaction between parent and child causes the child to have an imbalance or overbalance of need. His selection of an occupation depends on how and to what extent his needs were met by his parents.

Holland's[5] need theory has six classes of occupations based on personality types. Since this review deals with teachers and vocational choice, his description of the teacher personality in the "supportive orientation" may be of interest.

> Persons of this orientation prefer teaching or therapeutic roles, which may reflect a desire for attention and socialization in a structured, and therefore safe, setting. They possess verbal and interpersonal skills. They are characterized as responsible, socially oriented and accepting of feminine impulses and roles. Their chief values are humanistic and religious. They are threatened by and avoid situations requiring intellectual problem-solving, physical skills, or

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[4] Anne Roe, The Psychology of Occupations. New York: John Wiley and Sons, Inc., 1956.

[5] J. L. Holland, "A Theory of Vocational Choice," Journal of Counseling Psychology, Vol. 6 (September, 1959), p. 37.

> highly ordered activities, since they prefer to deal with problems through feeling and interpersonal manipulation of others.
>
> Persons of this class are best typified as orally dependent in the sense of being verbal, feminine, and dependent.

The "need" theories have enough general plausibility to them to prolong their existence. They were not too helpful for this study as they are basically trying to "match" man with a job, through one system of data; psychological. The emphasis is on making a choice, not on the process of vocational development.

The sociological view of vocational development is quite different. It views vocational choice as arising out of a social system.[6,7] The social system develops and transmits particular types of work values and these values in turn influence vocational choice. Occupational mobility of persons within the social structure is affected by where these persons start in that social structure.[8,9]

This review is reported here only to show that the young, growing discipline of vocational development cannot

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[6] Theodore Caplow, The Sociology of Work. Minneapolis, Minnesota: The University of Minnesota Press, 1954.

[7] Arthur Salz, "Occupations in Their Historical Perspective," in Man, Work and Society, Sigmund Nosow and William H. Form, (eds.), New York: Basic Books, Inc., 1962.

[8] Ibid., Chapters IX and X.

[9] Kingsley Davis and Wilber E. Moore, "The Social Allocation of Occupations," in Man, Work and Society, Op. Cit., pp. 375-383.

provide all of the concrete answers as to why persons select the occupations that they do. Most of the theories tend to rise out of only one form of data and consequently each theory tends to exclude one or more important forms of other data. As an example of this, the "need" theorists ignore economic as well as sociological data, and the sociological theorists tend to ignore psychological data.

The identification of these isolated determinants, however, cannot fully explain occupational choice. Some researchers are making progress with an inter-disciplinary approach. Super has recently been trying (according to the writers analysis of several of his writings) to build a "career" rather than a "job" model. He, apparently, hopes to develop a theory which will account for the personality, psychological, socio-environmental and economic factors that seem to affect career decisions. An approach to this has been started by a team consisting of a psychologist, an economist, and a sociologist. Blau[10] and associates collaborated in the development of a more inclusive conceptual framework which would avoid some previous pitfalls. Another recent example of such an approach has been reported by Mierzwa.[11] He investigated five systems of data as they influenced career choice. The rank order of these five data systems for eleventh graders was found to be: (1) interest, (2.5) ability, (2.5) environment, (4) temperament, and (5) personality. This identical rank order held two years later with the same population.

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[10] Peter M. Blau, et. al., "Occupational Choice: A Conceptual Framework," Industrial and Labor Relations Review, Vol. 9 (July, 1956), pp. 531-543.

[11] John A. Mierzwa, "Comparison of Systems of Data For Predicting Career Choice," Personnel and Guidance Journal, Vol. 42 (September, 1963), pp. 29-34.

This summary of vocational development theory enabled the researcher to identify some of the theoretical factors that affect careers. Since valid research is guided to some extent by the efforts of prior researchers, these theoretical factors guided the present study. The present investigation in turn, will help refine, in a very limited way, vocational development theory.

The Process of Identification With a Career

There are many models concerning persons and the process through which they identify with a career. One of the more relevant for professional persons was formulated by Becker and Carper[12] in which they identify five sub-parts which comprise the development of this identification process. These sub-parts are: (1) investment mechanisms, (2) the development of interest mechanisms, (3) the acquisition of ideology, (4) the internalization of motive, and (5) the structural function of the sponsorship.

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[12] Howard S. Becker and James W. Carper, "The Development of Identification with an Occupation," American Journal of Sociology, Vol. 61 (January, 1956), pp. 289-298.

This model, developed after an analysis of three groups of graduate students, is applicable to the careers of teachers. Four years of college is an investment and if teaching is not followed sometime, the investment may be lost. This variable is, of course, limited by the cultural expectations. It is further limited for teachers in that the "investment" may be recovered (cashed in) at any time, even several years after acquiring the degree in teacher education. The experiences of an undergraduate program in teacher education are geared to produce high interests mechanisms through an identification with a task commitment. The student observes, experiences and becomes directly involved in the task.

The teacher education program also produces some commitment to the occupational title of "teacher." This acquisition of ideology "comes into operation when the person begins to raise questions, or have them raised for him, about the worth of the activity he is engaged in, when he asks himself why he is doing this rather than something else." The internalization of motive occurs in much the same manner. The prospective teacher learns the kinds of positions that are available, the expectations of each and "why" he should consider a certain type of position. The trainee attains an attachment for a position. This may involve a shift from elementary to junior high preparation. The sponsorship mentioned by Becker and Carper does not appear to operate at this stage in the careers of teachers. It undoubtably operates, once the person is on the job.

All of the respondents in the present study were former teachers and in that sense had chosen to discontinue their identity with a teaching career. The present study did not investigate this identification and non-identification process.

Reasons Persons Give For Selecting Secondary Teaching As An Occupation

So far the review has shown that there is a variety of theories which attempt to explain aspects of career development and that the teacher education program is an important part of the process of identifying with a career. This section considers those reasons that the prospective and present teacher education candidates employ for selecting secondary teaching as an occupation. It will be divided into two sections, beginning with those students in high school who have selected teaching as their vocational choice and then moving to a consideration of those in college who are majoring in education. The studies reported here are not exhaustive but rather are meant to be typical. Richey and Fox[13] surveyed all high school seniors in Indiana in 1950 who had expressed an interest in teaching. They report that the most important reason given for girls wanting to teach was that of liking to work with young people. Boys reported that they chose teaching because they were interested in teaching a particular subject. Boys were also found to choose teaching much later and saw far fewer advantages to teaching as a vocational choice than did the girls.

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[13] Robert W. Richey and William H. Fox, "A Study of Some Opinions of High School Students with Regard to Teachers and Teaching," Bloomington, Indiana: Indiana University, Bulletin of the School of Education, Vol. 27, No. 4, 1951.

A comprehensive study conducted by Fox[14] of all junior-seniors in education at Northern Illinois University revealed reasons given by college students to be similar to those reasons given by high school students. The future secondary teachers reported that they were influenced significantly more than future elementary teachers by: (1) their liking for a particular subject; (2) the comparatively short school day, long summer, etc., (3) the trend toward higher teacher salaries; (4) results of vocational interest inventories; and (5) the opportunity to use teaching as a stepping stone to another career. The male education majors indicated significantly greater influence than did the female education majors on items numbered 1, 3, 4, and 5 listed above. Boys and future secondary teachers decided later on teaching as a vocational choice than did the girls and future elementary teachers. Fifty-one percent of the future secondary teachers and 61 percent of the boys did not decide to become teachers until after entrance into college.

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[14] Raymond B. Fox, "Factors Influencing the Career Choice of Prospective Teachers," Journal of Teacher Education, Vol. 12 (December, 1961), pp. 427-432.

Dickinson[15] reported after a study of all graduating senior men in 1953 at the University of Washington that those who planned to become teachers differed from the other men in that they were: (1) more interested in human relations, (2) attached much greater importance to job security and working conditions, and (3) were very much less concerned with opportunities for advancement. A study in California conducted by Ostlie[16] reports that nine out of ten students in education gave the idealistic factors such as "opportunity to serve," "to work with young people," etc., as their reasons for choosing teaching. At the same time, they indicated that the more utilitarian aspects of teaching were not unimportant. Salaries, security and vacations contributed to their choice of teaching, but were not the primary factors.

A study in Chicago by Devita and Kaezkowski[17] listed the most frequently mentioned reasons for not considering teaching as a career in the following order: (1) other career interest; (2) low salary; (3) lack of appeal; (4) lack of ability; and (5) uninteresting work.

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[15] Carl Dickinson, "Ratings of Job Factors by Those Choosing Various Occupational Groups," Journal of Counseling Psychology, Vol. 1 (Fall, 1954), pp. 188-189.

[16] Selmer Ostlie, "Motivation for Entering Teaching," Journal of Teacher Education, Vol. 7 (March, 1956), pp. 80-81.

[17] James Devita and Henry Kaezkowski, "Teaching as A Vocational Choice," Education Administration and Supervision, Vol. 45 (March, 1959), pp. 83-85.

Haubrich[18] surveyed the education majors in Utah. His investigations revealed that only 35 percent of the teacher education candidates said that becoming a successful teacher was a major life goal. Also 30 percent of those prospective teachers indicated that security or "having something to fall back on" was their reason for being in the college of education.

An additional area of investigation has been pursued by "role" researchers, their assumption being that persons select occupations to fulfill the playing of some desired role. A basic difficulty here is that nearly every researcher seems to have a different notion concerning the definition of a role. Further, it is hard to distinguish between what some would call a role and others would call a need. Some of the specific and more meaningful research in this area will be discussed in the next section of this chapter which concerns itself with the exit of teachers from teaching.

Some researchers have investigated what are called unconscious reasons for entering teaching. Stern and associates[19] advanced scales to measure these unconscious motives for teaching. They revealed ten such underlying motives such as practical, nutrient, dependent and exhibitionistic. Englander[20] followed the self-concept model of Super when investigating the vocational choice of teachers. He operated on the premise that through "self-psychology" an individual would choose a vocation which permitted him to maintain and enhance his self-concept. He found a measure of congruency between the individuals self-concept and his perceptions of teaching.

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[18] Vernon F. Haubrich, "The Motives of Prospective Teachers," Journal of Teacher Education, Vol. 11 (September, 1960), pp. 381-386.

[19] George G. Stern, et. al., "Two Scales for the Assessment of Unconscious Motivations for Teaching," Educational and Psychological Measurement, Vol. 20 (Spring, 1960), pp. 9-29.

Finally, there is a mode of human behavior that is often cited as a reason for choosing teaching which has not been discussed, namely social climbing. Teaching is still used as a ticket for entrance into the middle-class society. Doherty,[21] after a study of 150 college students who planned to be teachers, but 100 of whom came from white collar and farm families, and 50 of whom came from blue collar union families concluded ". . . teaching is not a way of life. Rather, it serves as an entree to a way of life."

In summary then, the persons who select teaching as a career have high people oriented values and are very personally involved. There appears to be very little difference between those reasons given for choosing teaching as a career by those still in high school and those in teacher education programs in college. Prospective teachers for the secondary school select reasons for teaching that are different from those of future elementary school teachers and also decide to enter teaching somewhat later. The same relationship holds true when boys are contrasted with girls. They tend to desire to teach a particular subject and to use classroom teaching as a stepping stone to another job. Boys tend to be older when they decide to teach.

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[20] Meryl E. Englander, "Psychological Analysis of Vocational Choice: Teaching," Journal of Counseling Psychology, Vol. 7 (Winter, 1960), pp. 257-264.

[21] Robert E. Doherty, "Attitudes Toward Labor: When Blue-Collar Children Become Teachers," School Review, Vol. 71 (Spring, 1963), pp. 87-96.

A schema of classification is needed to manage and facilitate the analysis of these different reasons. The schema by Mori[22] is thought to be helpful. She began by reviewing the reasons persons give for choosing teaching and then fitting these to a three facet paradigm. The first facet indicated that some persons choose the occupation of teaching for the rewards that it offers to them; others for the demands required by the teaching profession. The second facet concerned the aspect from which these rewards or demands are offered (physical, economic, social, interpersonal, intellectual, ethical). The third facet concerns when the reward or demand is offered (pre job, on the job, post job).

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[22] Takako Mori, "Analysis of Motivations for Choosing the Teaching Profession," (unpublished Masters thesis, Library, Michigan State University, East Lansing, Michigan, 1963).

Why Persons Terminate Their Teaching Career

Lindenfeld[23] reports that during the year 1959-60 81,800 classroom teachers separated from the districts in which they were teaching. This included 46,900 secondary teachers who left teaching. Efforts to determine the reasons for leaving teaching have resulted in much frustration. Researchers often simply establish a "laundry list" of "reasons why teachers quit." Nelson and Thompson,[24] with their list of 19 reasons, are an example of such efforts.

A unique attempt to get beyond the laundry list and to specify some basic differences was accomplished by Thorndike and Hagen.[25] They went back to a common battery of aptitude tests which were administered to Air Force Personnel in 1943. This group included 250 classroom teachers and 172 ex-school teachers. It was found that those who left public school teaching had been significantly superior to those who were still classroom teachers on tests of reading comprehension, arithmetic reasoning and mathematics.

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[23] Frank Lindenfeld, "Teacher Turnover in Public Elementary and Secondary Schools 1959-60," U.S. Office of Education, OE-23002-60, Washington, 1963.

[24] Robert H. Nelson and Michael L. Thompson, "Why Teachers Quit," The Clearing House, Vol. 37 (April, 1963), pp. 467-472.

[25] Robert L. Thorndike and Elizabeth Hagen, "Men Teachers and Ex-teachers: Some Attitudes and Traits," Teachers College Record, Vol. 62 (January, 1961), pp. 306-316.

As mentioned in the previous section, the role theorists offer much insight into why persons may terminate their employment as a teacher. Biddle[26] has developed a framework for examining the role conflict of teachers. He has hypothesized that all teacher role conflict arises from four basic forms. The source of these conflicts include pressures upon the person or his position, pressures from within the person, conflicts arising from norms held by others, and conflict between cognition and behavior. His current studies implementing this research framework should prove very insightful.

Getzels and Guba[27] studied the area of conflicts between the socio-economic, the citizen and the professional role of teachers. They found a conflict in roles to exist for men teachers, for those teachers who had part-time jobs, for those who were teaching away from their home community and those who had only one dependent.

Fishburn[28] identified six relatively separate and distinct roles of the teacher. The roles were found to be operating in the following rank order of importance according to the opinions of teachers: (1) mediator of the culture, (2) member of the school community, (3) director of learning, (4) counseling and guidance person, (5) liason between school and community, and (6) member of a profession.

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[26] Bruce J. Biddle, Bibliographies on Role Terms, Role Conflict, and the Role of the Teacher, Vol. B - Studies in the Role of the Public School Teacher. Columbia, Missouri, The University of Missouri, 1961.

[27] J.W. Getzels and E.G. Guba, "The Structure of Roles and Role Conflict in the Teaching Situation," Journal of Educational Sociology, Vol. 29 (September, 1955), pp. 30-40.

[28] C.E. Fishburn, "Teacher Role Perception in the Secondary School," Journal of Teacher Education, Vol. 13 (March, 1962), pp. 55-59.

All of these researchers found ample evidence to suggest that a teacher sees himself as having a role to play and there are conflicts in these roles. Lack of role fulfillment influences exit from teaching.

Career Patterns

Form and Miller[29] formulated the "Occupational Career Pattern as a Sociological Instrument." They categorized workers into seven groups; placing professional and semi-professional workers at the top, skilled workers in the middle, and domestic and personal service workers at the bottom. Each worker was said to have a life-pattern of up to three stages. These were: (1) initial work period, (2) trial work period, and (3) stable work period. These were characterized respectively as all part-time work prior to the completion of formal education, "shopping around" time and a job held by the worker for three or more years. Fourteen such patterns were plotted and classified as being secure patterns or insecure patterns.

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[29] William H. Form and Delbert C. Miller, "Occupational Career Pattern As a Sociological Instrument," American Journal of Sociology, Vol. 54 (Jan. 1949), pp. 317-329.

Three theories, not at all compatible, have been formulated to help explain differences in career patterns.[30] The first was called individual causation theory of career patterns. The supporters of this position maintain that the personal motivations and willingness to work hard account for the success of the worker. The individual is his own and only limiting force, in that he and he alone determines his life career pattern. A diametrically opposed position has been called the social causation theory. A network of inter-related social factors such as fathers' occupation are used to explain the workers employment history. The third theory discussed is called an equilibrium theory. Social background, acquired personality traits, native ability, etc., are seen as forces which pull and tug upon the worker. One force operates for a time then is equalized and possibly even off-set by another force.

The nine sociological forces seen by Miller and Form[31] which tend to stabilize careers are: (1) realization or rationalization of the trial period goal, (2) seniority, (3) age, (4) income, (5) marriage and family, (6) home ownership, (7) friendship ties, (8) institutional ties, and (9) identification with work plant and community. Five sociological forces which tend to distrupt careers are:[32] (1) syclical and seasonal unemployment, (2) technological unemployment, (3) sickness and physical disability, (4) divorce, and (5) chance risks of life. Slocum[33] adds to and refines this list for adolescents as well as for adults.

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[30] Delbert C. Miller and William H. Form, Industrial Sociology, 2nd Edition. New York: Harper and Row, 1964.

[31] Ibid., pp. 596-600.

Only a small number of career pattern studies have been conducted using teachers as the population. Those that have been completed usually are of large city school systems and deal with elementary teachers. Majetic[34] is currently conducting a career pattern study of guidance workers. Most of the prior studies are summarized by Havighurst and Neugarten.[35] They show that the career pattern of the teacher is affected by the structure of the work setting, by the structure of "an organization that is relatively formalized, well-structured, and bureaucratic," by the autonomy of a classroom, and by the stability and regularity of the teaching situation. Those who enter the large city school system suffer what is called "reality shock." Even the factor of place of origin was shown to have an effect on the career pattern of the teacher.

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[32] Ibid., pp. 601-602.

[33] Walter L. Slocum, "Occupational Careers in Organizations: A Sociological Perspective," Personnel and Guidance Journal, Vol. 43 (May, 1965), pp. 858-866.

[34] Richard Majetic, Career Patterns of Michigan Guidance Workers (Ph.D. dissertation, In progress, Michigan State University, East Lansing, Michigan).

[35] Robert J. Havighurst and Bernice L. Neugarten, Society and Education, 2nd Edition. Boston: Allyn and Bacon, Inc., 1962.

Becker,[36] after the study of a large city school system, has reported one of the most comprehensive studies of the career patterns of elementary teachers. He found both vertical and horizontal movement of these teachers. This movement was prompted to a large extent by the teacher assignment and transfer policy of the city. New teachers were usually assigned to the slums. There, it was possible for them to begin a general manipulation of the transfer policy. They believed that the presence or absence of the "right" kind of pupils, parents, principal and colleagues is what made the teaching position very satisfactory or highly undesirable. Most of the teachers had career patterns of transfer out of the "bad" situations. A few, however, established "permanent adjustment of the slum school situation" and did not seek transfer.

These patterns of movement have been shown to be in the plans of first year teachers. Only 61 percent of the men first-year teachers and 62 percent of the women in a national study indicated that they probably could achieve their life goals by remaining as classroom teachers.

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[36] Howard S. Becker, "The Career of the Chicago Public School Teacher," American Journal of Sociology, Vol. 57 (March, 1962), pp. 470-477.

But nearly all of the men (91 percent) hoped to stay in education.[37]

Sex role was also shown to have an effect on the teaching career. The men were influenced primarily by the intrinsic factors such as pay, social status of teaching, working conditions, personal failure and lack of satisfaction with teaching; while women were influenced primarily by factors extrinsic to teaching.[38]

In addition to sex role, Mason[39] identified a large number of other relationships that affect the career of teachers. These are summarized and shown in Table 1. Other studies allude to a variety of factors that have an influence on the teachers' careers. These might be grouped as: (1) dissatisfaction with pay, (2) inadequate status, (3) duties other than teaching, (4) lack of interest in pupils, (5) size of school, (6) excessive pressure, (7) work overload, and (8) dislike for administrative practices.

It is quite evident that there are at least two distinct stages or arenas which characterize career patterns of teachers. The first might be the characterizing

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[37] Ward S. Mason, The Beginning Teacher. U.S. Dept. of Health, Education and Welfare, Office of Education, OE-23009, Washington, D.C. Government Printing Office, 1961.

[38] Ward S. Mason, Robert J. Dressel and Robert K. Bain, "Sex Role and the Career Orientations of Beginning Teachers," Harvard Educational Review, Vol. 29 (Fall, 1959), pp. 370-383.

[39] Op. Cit., pp. 107-124.

Table 1. Factors Mason Found to be Related to Career Commitment

Major Factors	Some Items Comprising The Factors
A. First Order Relationships	
Basic Subgroups	Age Teaching Level Type of School District Region of Country
Background Characteristics	Race Childhood Community Father's Occupation Parent's Education Non-teaching Employment Experience
Preparation for Teaching	
Economic Status	
Occupational Values	
Job Satisfaction	
B. Higher Order Relationships	Satisfaction with Salary Value of Money

of teachers' careers by movement into and out of teaching. The other characterizing arena might be referred to as patterns of movement within the profession. The investigations of teachers' careers have been primarily limited to small geographic areas (large cities), have concentrated on the elementary school teachers and persons in their first year of teaching.

Literature concerning the careers of vocational teachers is quite adequate in some areas such as follow-up studies. However, there is a paucity of information about the factors which influenced the careers of vocational teachers. Those studies that were found were read to provide the researcher with a better understanding of vocational programs and teachers. Schill[40] investigated the "Career Patterns of Technical and Vocational Educators." His data were drawn from craftsmen who became teachers. Thus, they could not be regarded as typical vocational teachers and the factors which influenced their careers (occupational group, age, time, education) may not be relevant for careers of other vocational teachers. Clark (agriculture teachers);[41] Haines, Poland and Roswell

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[40] William J. Schill, Career Patterns of Technical and Vocational Educators. Dansville, Illinois: Interstate Printers and Publishers, Inc., 1963.

[41] Raymond M. Clark, "Factors Associated with Decisions of Michigan Teachers to Remain in or to Leave the Field of Teaching Vocational Agriculture," (unpublished Ed.D. thesis, Michigan State University, 1950).

(business education programs),[42] and Loftis (commitment of home economics and other teachers)[43] are examples of additional studies that were very helpful to the researcher.

The orientation of the present study is to the career patterns of former vocational teachers. This review clearly indicates that data from a large array of variables must be gathered to analyze career patterns of any group. Those variables thought to be relevant for the present study are listed in the next chapter.

Summary

Theories concerning career development are not explicit nor are the actions of people as they select and move through the stages of a career. The process through which one identifies with a career has not been sharply defined. In addition, the current vocational development theories cannot provide concrete answers as to why persons select the occupation that they do. Most of the work in this area arises out of one discipline and thus excludes from consideration other variables which may affect occupational choice.

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[42] Peter G. Haines, Robert Poland and Robert Roswell, The Business Teacher Education Program at Michigan State University. Michigan State University, College of Education, 1960.

[43] Helen A. Loftis, "The Study of Commitment to Teaching," Journal of Home Economics, Vol. 56 (March, 1964), pp. 157-163.

The specific vocation of teaching is no less well defined. Future secondary teachers and men in general teach for reasons that are different from those reasons given by future elementary teachers or women. Men also make career choices of teaching later than do women and usually desire to teach a particular subject. Many men expect to use classroom teaching as a stepping stone to another job. Exit from teaching is caused by a large variety of reasons and can be explained from different theoretical frameworks.

There is both vertical and horizontal movement in the careers of teachers. Vertical movement is up the ladder and out of classroom teaching. Horizontal movement is movement within the same level of the profession. Both types of movement can be analyzed and characterized. The present investigation restricts itself to an analysis of the careers of those who exhibited movement into and then out of classroom teaching.

CHAPTER THREE

RESEARCH PROCEDURES

Introduction

This section of the report is designed to convey to the reader those things that were accomplished in planning for and implementing the process of data collection as well as an explanation of the established procedures for data analyses. These steps included: (1) selection of the population, (2) development and refinement of the instrument, (3) establishing procedures for the collection of data, (4) collection of data, and (5) procedures for the analyses of data.

Selection of the Population

The rationale of the study indicated that an analysis of the careers of teachers ought to reveal something about their perceptions of teaching. Further, it was thought that a unique strategy for such an analysis would be to examine the careers of a group of persons who have teacher education preparation, and classroom teaching experience but who are not now classroom teachers. For this uniqueness a group of former vocational teachers was selected.

Miller and Form indicate that a career enters its stable period after about three years of work experience at the same job. This is a flexible notation on time but it does serve as a guideline. Persons who are going to leave teaching, then, will probably do so prior to the completion of three or four years of teaching. A consideration of this 3 - 4 year period resulted in the first group selected for this study being those who graduated from Michigan State University in 1961 qualified to teach vocational education. The graduates of 1960 were selected as it was thought that there ought to be two consecutive years in the population. Two additional years, 1956 and 1952, were selected at four-year intervals. Then the year 1958 was added. Thus, the population at this point included all those persons who graduated from Michigan State University in 1952, 1956, 1958, 1960, and 1961 qualified to teach in secondary school vocational programs.

A list of university graduates in vocational teacher education was taken from the official commencement programs for the selected years. Such a list did not parallel the respective departmental records. It eliminated those persons who may be classified as "specials" by the departments, that is, not regular undergraduate candidates; and it further eliminated those who may have declared a teaching major quite late in their undergraduate program. A total of 639 persons were found to have graduated from Michigan State University during the five selected years, qualified to teach vocational education.

Development and Refinement of the Instrument

An extensive review of the literature was undertaken as first step. The significant findings as a result of this review were presented in Chapter Two. It was shown that a career pattern study needed to gather the following types of information:

1. Background and personal information
   a. residence during formative years
   b. level of educational attainment by parents
   c. type of work followed by the parents
2. Career choice and educational history
   a. when decided to definitely become a teacher
   b. if teaching was the first occupational choice
   c. what was done after high school graduation
   d. when entered a teacher education program
   e. education beyond the bachelor's degree
3. Employment history
   a. job by job analysis while teaching
   b. job by job analysis after leaving teaching
4. Work values
   a. ideal work values
   b. if the ideal work values could be met in teaching

Since this study was of former teachers, four additional categories of information were thought to be needed. These were:

5. Satisfaction with teaching
6. Reason for leaving teaching
7. Attitude toward re-entering vocational teaching
8. Some notion about their social mobility

The review also included the methodology of survey research, construction of questionnaire items, improving validity and reliability of questionnaires, and methods of increasing questionnaire returns. The concepts gained from this review of survey research procedures guided the researcher throughout the project.

Eleven drafts of the instrument were prepared before it was printed and mailed. The first five drafts were prepared in January and February, 1965 and presented to a small (five to seven persons) panel of doctoral candidates in vocational education at Michigan State University. Drafts six and seven were reviewed only by the researcher and draft eight by some of the faculty in the College of Education at Michigan State University. Further refinement was accomplished by mailing the ninth draft of the questionnaire to 23 former teachers of vocational education, the majority of whom had graduated from Michigan State University in the years 1953, 1959, and 1962. This pre-test proved very useful in suggesting changes in the phrasing of questions. One additional draft was made to establish the style, correct spacing and format and the eleventh was printed.

Establishing Procedures of Data Collection

It was decided to employ as many of the research techniques as were feasible in order to insure a higher rate of returns of the questionnaires.[1] These techniques included the following:

1. A personally addressed letter to each respondent. This was accomplished by typing the letter on a multilith mat using a machine with a carbon ribbon. The body of the letter was then inserted into the same type machine and the heading added. This resulted in a neat letter which had nearly all of the characteristics of a personally typed letter.
2. Each letter was personally signed by the researcher.
3. The cover letter established a date for the returns.
4. Two follow-up letters were sent at two-week intervals.
5. A stamped, self-addressed envelope was enclosed to facilitate returns.
6. Questionnaires were printed on pastel paper.
7. The phrase "second questionnaire" was typed in a conspicuous place on the top of the questionnaire enclosed in the first follow-up letter.
8. A copy of the questionnaire and the return envelope was enclosed with each mailing.

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[1] It was recognized that the use of a closed, mailed questionnaire set the boundries of the answers and thus could not permit full expression of the respondents' ideas.

Collection of Data

After the population was selected, instrument developed, and the procedures established for data collection, the problem became one of refining the population. The population was refined by determining which of the graduates began to teach immediately after college graduation and also the present occupational status of the graduates. The respective departmental records were used for this purpose.

The population could not be refined as adequately as was planned, due to a variety of unforseen circumstances. Directories of past years were not available in the Business and Home Economics Education Departments. Thus, for some of the graduates, it was not possible to determine with any degree of certainty if they began to teach in a secondary vocational education program immediately after graduation. Another problem concerned name changes as a result of marriage. A third problem which caused a lack of refinement in the population was the large number of persons who resided outside the state of Michigan. Their present status could not be determined from departmental records. It was possible to determine that 236 of the 639 persons did teach immediately after graduation or were currently teaching vocational education.

The very efficient Michigan State University Alumni Office files were used to obtain a present mailing address for nearly all of the persons. Other addresses were obtained through college staff members, friends of the persons, and consultants in the Michigan Department of Education.

The original mailing of the questionnaires to the remaining 403 persons was accomplished in the fall of 1965. Those respondents who satisfied the requirements as "former teachers" were asked to complete and return the questionnaire. Others were asked to return a note of explanation. Eighty-six percent of the 403 persons returned either the questionnaire or a note. The notes simply informed the researcher that the respondent was currently teaching or did not teach after college graduation.

It was then possible to construct Table 2 which indicates the status of the 639 vocational education graduates immediately after college graduation. Such status was determined for 92 percent of the graduates. The persons who started to teach immediately after college graduation numbered 370 and their 1965 status is presented in Table 3. Eighty-eight percent of this group were accounted for. Those not accounted for were randomly distributed in the population by area of vocational education, by sex, and by year of college graduation.

This continued refinement process resulted in identifying 205 persons who: (1) qualified to teach in a vocational program at college graduation, (2) took a teaching position immediately after graduation, (3) had one or more years experience as a vocational teacher, and (4) were not teaching vocational education in the fall of 1965.

Table 2. Status Immediately After Graduation for Those Michigan State University Graduates Qualified to Teach Vocational Education by Selected Years and Area of Specialization

Status	Year of Graduation					Area of Specialization			
	1952	1956	1958	1960	1961	Agri- cul.	Busi- ness	Home Econ.	Total
Total number qualifying	121	139	143	125	111	206	173	260	639
Started to teach	83	86	76	69	56	129	100	141	370
Entered military service	7	8	6	2	3	23	3	0	26
Entered graduate school	5	6	7	4	1	16	5	2	23
Took other teaching jobs	4	5	14	11	11	12	7	26	45
Took a business related job	7	8	11	9	5	0	36	4	40
Took a home economics related job	5	4	3	4	6	0	0	22	22
Took an agricultural related job	1	2	3	2	2	10	0	0	10
Entered ministry	0	3	1	0	0	4	0	0	4
Farming	1	0	1	1	0	3	0	0	3
Homemaking	3	7	4	6	18	0	6	32	38
Deceased	0	0	1	0	0	0	0	1	1
Other non-teaching jobs	0	0	1	3	0	0	0	4	4
Do not know	3	4	10	8	6	7	11	13	31
No current address	2	4	2	2	1	2	4	5	11
Unaccounted for	0	2	3	4	2	0	1	10	11

Table 3. 1965 Status of Those Persons Who Started to Teach Immediately After Graduation, By Year of Graduation and Area of Specialization

Status	Year of Graduation					Area of Specialization			
	1952	1956	1958	1960	1961	Agricul.	Business	Home Econ.	Total
Number starting to teach immediately after graduation	83	86	76	69	56	129	100	141	370
Still teaching in vocational education	19	15	26	34	27	47	50	24	121
Have one or more years of teaching experience but not now teaching	53	59	40	29	24	71	41	93	205
Unaccounted for (no address, don't know, etc.)	11	12	10	6	5	11	9	24	44

Two follow-up letters were sent at two-week intervals in the process of refining the population. Copies of the questionnaire and the letters are Appendices A-D of this report. A telephone was also employed as a part of the follow-up procedures. This was to insure better validity and more completeness of data. Nearly all of the questionnaires contained completed answers and only a small number (about five percent) were telephoned. The responses were then placed on machine cards for analysis.

Procedures for Treatment of the Data

Research data may be classified into four types--nominal, ordinal, interval and ratio. The classification of data (along with the appropriate population variables, of course) dictate the general group of analytical tools applicable to those data.

Data of this research project are nominal and ordinal in nature and, therefore, call for the use of descriptive statistics.

The personal information included age, residence at birth and high school attendance, educational levels of parents, and father's primary work. The educational history included items such as when the decision to teach was made; why and when an education curriculum was chosen; the importance of teaching as an occupational choice; and work beyond the bachelors degree. These items were analyzed with the descriptive statements and the corresponding percentages. Example of one such item might be:

"The majority of the former teachers definitely decided to become a teacher in grades 11 - 12 as 68 percent of the respondents checked this item."

An analysis of the employment history of the former teachers was hard to plan. The first thought was to use only the original Miller-Form Career Pattern Paradigm to classify the patterns of work. The paradigm has three stages to a working career--initial, trial and stable work periods. When a worker stays on a job for three years or more, his career is said to have entered a stable work period. An analysis of these stages reveal a series of 14 patterns and a worker's career may then be classified as secure or insecure. For teachers, one has to assume that each time the teacher changed schools this was a change in job, even though he was still a teacher.

This paradigm was altered for this study to add precision in the handling of professional workers' careers. The prior definitions stated that the initial phase of a career occurred prior to the completion of formal education. The definition offered here enables the first teaching job to be the beginning of the initial phase of a teacher's career. The definitions, as used in this study, are:

Initial phase: The first teaching job taken by the graduate and held for one year.

Trial phase: (a) the second year of the initial phase, or (b) the job taken after the initial phase and held for one or two years.

Stable phase: The stable phase is entered when the teacher holds the same job for three years.

The values that persons have are very important aspects of their work. Mason employed a series of 10 statements to characterize the values of a population of beginning teachers. The same 10 statements were employed in this study. The statements were designed to combine into four sets of values which are: self-expression values, people oriented values, extrinsic values, and other values. The respondents were asked to rate the above ten statements high, medium or low in terms of the requirements that they have for their ideal job. They were then asked to indicate if each statement was descriptive of teaching. A mean was computed for each statement in order to characterize the respondents as having high, medium or low people-oriented, extrinsic, self-expression and other values. Chi-square analysis was used to explore the relationships between the values held for the ideal job and if these values could be met in teaching.

An attempt was made to measure the satisfactions that these former teachers found in teaching. A list of 21 such statements was included in the questionnaire. A variety of sources were considered in compiling this list. But the study by Mason may be regarded as the primary source. Others include a follow-up study (Nelson and Thompson, 1961) and a teacher satisfaction study (Loftis, 1964). A mean for each of the 21 items was calculated. Kruskal-Wallis one-way analysis of variance model and the

Spearman Rank Correlation test were used to compare these items.

The 21 items were composed to measure the satisfaction of four specific aspects of teaching. These four aspects and the statements contributing to each were:

Extrinsic Satisfactions:

a. Salary
b. Maximum salary for classroom teachers
c. Time needed to reach the peak salary
d. Teaching load
e. Total time spent on school duties; after school, etc.
f. Provisions for fringe benefits
g. Amount of paper work, etc.

Human Relations Satisfactions

h. Relations with students
i. Relations with parents
j. Relations with fellow teachers
k. Professional attitude of fellow teachers

Student Satisfactions

l. Pupil discipline
m. Degree of interest shown by students
n. Students' abilities compared to school's average
o. Future employment possibilities of students

Intrinsic Satisfactions

p. Non-teaching responsibilities
q. Adequacy of school, equipment, supplies, etc.
r. Teaching as a whole (except salary)
s. The future for you as a classroom teacher

Each of the four aspects of satisfaction with teaching were compared using percentages and Sperman Rank Order Coefficient.

The respondents were asked to react to a series of questions about re-entering vocational teaching. These included: (1) if they would re-enter, (2) if so, on what basis, (3) types of positions that they would prefer, (4) in-service education courses that they would need, (5) the supervision desired, and (6) the salary they would want. These data were compared using percentages.

Chi-square analysis was used to explore relationships between some of the above areas of data. Independent variables such as interest area of vocational education, length of teaching experience, and when the decision was made to enter teaching were employed in this analysis. The following example may clarify the intended analysis.

Year of College Graduation	Willingness to re-enter vocational teaching			
	Positive Attitude		Negative Attitude	
	Definitely Yes	Probably Yes	Probably No	Definitely No
1952	x	x	x	x
1956	x	x	x	x
1958	x	x	x	x
1960	x	x	x	x
1961	x	x	x	x

Here, the chi-square analysis determines if any relationship exists between the year of college graduation and the attitude of the respondents toward re-entering vocational teaching.

Traditionally teaching has been thought of as an occupation used for social climbing by some groups of persons. This condition is still true of present day pluralistic American society. Since all of the respondents in this study identified with the teaching profession, then decided to discontinue as a classroom teacher, the researcher must address himself to some consideration of this variable.

No attempt was made to control for this variable but the attempt was only to see if it were operating. The father's primary work and place of residence was obtained. This provided a rough estimation of the social status of the family in which the teacher was raised. Then each respondent was asked to indicate how he perceived his social status as a teacher compared to that of his parents. A final piece of information in this regard was the socio-economic rank of the occupation taken by the respondent as he left teaching. Together these factors permit the construction of a profile on social status and mobility.

Summary

This section of the report sets forth the research procedures employed in the study. The chapter is divided into seven sub-sections. These are: (1) introduction, (2) the selection of the population, (3) development and refinement of the instrument, (4) establishment of procedures for the collection of data, (5) the collection of data, (6) procedures for the analysis of data, and (7) summary. A questionnaire was developed and mailed which primarily sought to gather personal, educational and occupational histories along with work values, teacher satisfactions and the attitude of the respondents toward re-entering vocational teaching. These data were classified as primarily second order or ordinal data. Thus, the analytical tools used were those of a descriptive nature. Percentages, means and chi-square were used most often. The Miller-Form Career Pattern Paradigm was used to analyze careers.

CHAPTER FOUR

PRESENTATION OF CAREER PATTERN DATA

Introduction

Data concerning the career patterns of former vocational teachers are presented in this chapter in terms of the study's objectives. For clarity, the chapter is divided into eleven sections. These are:

A. Background information about the respondents
B. Exit from vocational classroom teaching
C. Description of the Miller-Form Career Pattern Paradigm
D. Career choice and educational history
E. Employment history
F. Satisfactions with teaching
G. Work values
H. Attitude toward re-entering vocational teaching
I. Social status and mobility
J. Descriptive career patterns
K. Review

Sections D - I are each divided into (1) profile and (2) career pattern of the respective variable.

Those persons who graduated from Michigan State University in 1952, 1956, 1958, 1960 and 1961 qualified

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Those persons who graduated from Michigan State University in 1952, 1956, 1958, 1960 and 1961 qualified to teach vocational education constituted the source of the respondents. Those who did not teach immediately after graduation and those currently teaching vocational education were eliminated. Longitudinal type career data were elicited through a questionnaire from 205 persons who began to teach in vocational education immediately after college graduation, who had one or more years of vocational teaching experience and who are not now teaching in a vocational education program. A response was obtained from 88 percent of those who were qualified for the study.

The basic data for this chapter was tabulated and is presented in Appendix E. These data include the careers of 205 former vocational teachers. The reader should be cautioned, however, to remember that the careers are not of equal length. This is reflected in the heading of Appendix E which indicates that 53 careers extended for 13 years after college graduation, 112 careers extended for 9 years, etc. to the final group which shows that the careers for all 205 former vocational teachers extended for a total of 4 years. The Appendix is organized by years of experience. Column headings (1 - 13) refer to the status of 205 careers after specific years of classroom teaching experience and stub entries reflect the specific employment situation for each of these careers.

General Background Information

This section is presented to provide some general information about the respondents. The population is composed of three groups of former vocational teachers; namely, agriculture, business and home economics. The numbers involved by year of college graduation are shown in Table 4. The total population, then, is composed of 34.7 percent former agriculture teachers, 20 percent former business teachers and 45.3 percent former home economics teachers. These figures are meaningful when contrasted with the total graduates from Michigan State University in vocational education for the five selected years. The respective percentages of the total are 32.2, 27.1, and 40.7. Thus, it can be seen that the 205 former teachers are distributed among the three groups in about the same ratio as each group was distributed among the original 639 vocational education graduates.

Table 4. Former Teachers of Vocational Education by Area of Undergraduate Specialization and Year of College Graduation

Year of College Graduation	Area of Undergraduate Specialization			
	Agriculture	Business	Home Economics	Total
1952	29	3	21	53
1956	13	18	28	59
1958	13	9	18	40
1960	6	6	17	29
1961	10	5	9	24
Total	71	41	93	205

The respondents were asked to indicate where their parents were living when they (the respondents) were born and where they lived when they attended high school. The choices provided for each question were rural farm, rural non-farm, city and suburban. An equal number (39 percent each) of the respondents' parents were rural farm or city residents when the respondents were born. Rural non-farm and suburban residents each accounted for 11 percent of the respondents. Nearly all of the agricultural respondents were rural farm residents when they attended high school. Eighty percent of the business respondents were either city or suburban residents and the home economics respondents were about equally distributed among rural farm, rural non-farm, and suburban residents (30 percent for each group). A general shift occurred for about 10 percent of the population from city residents to rural farm residents during the time span from birth to high school attendance. The majority of the shifts occurred for the parents of vocational agriculture teachers, as 45 (64 percent) were rural farm residents at the birth of the respondent but 64 (91 percent) were rural farm residents when the agricultural respondents attended high school. The parents of home economics teachers exhibited a slight shift from city to rural non-farm. Business education respondents showed no shift at all, as they were born and attended high school in a city.

The educational level of the parents of these former teachers is shown in Figure 1. The median education

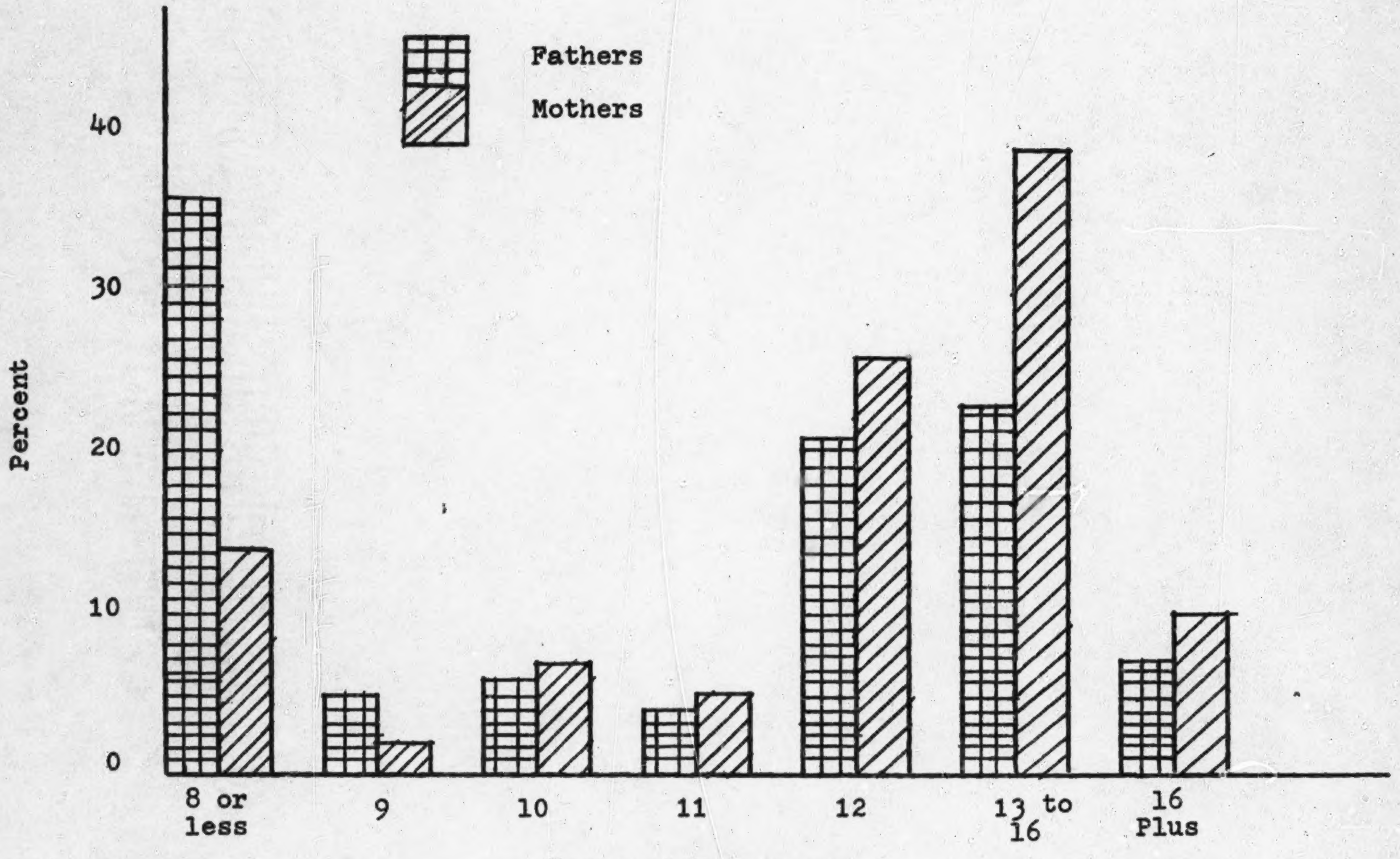


FIGURE 1. EDUCATIONAL LEVEL OF MOTHERS AND FATHERS OF FORMER VOCATIONAL TEACHERS

of the fathers was found to be about 11 years and that of the mothers to be 12. Nearly one-half of the fathers, but only one-fourth of the mothers had less than a high school education. The highest educational level of any group was possessed by the mothers of former home economics teachers with a median of 12.2 years of schooling. The parents of the agriculture teachers had fewer years of schooling than the other groups, as 54 percent of the agricultural teachers' fathers and 21 percent of the mothers had an eighth grade education or less. Thirty-seven percent of the parents of both the former business and home economics teachers had education beyond high school while only 19 percent of the parents of former agriculture teachers had such education. Parents of the 1952 graduates had a median educational level of 9 years while the parents of the 1956, 1958, 1960 and 1961 graduates had a median education of about 11.6 years.

The respondents were also asked to classify their father's primary work as either white or blue collar. Approximately one-third of the respondents classified their father's primary work as white collar and the other two-thirds as blue collar. Wide variation was exhibited among the three groups as 63 percent of the former business teachers, 42 percent of the former home economics teachers and only 14 percent of the former agriculture teachers had fathers whose work was classified as white collar. This difference is highly significant at the .05 level of significance. No differences of consequence were observed between the classification of the father's primary work and year of college graduation.

Exit From Vocational Classroom Teaching

A career has been defined in this study as "a sort of running adjustment between man and the various facts of life and his professional world." Further, a sifting and sorting of personnel occurs as the "facts of life" become apparent. Some of this "sifting and sorting" that occurs in the educational social system took place prior to the beginning of this study as those who did not teach immediately after college graduation are not a part of the study. What follows is the "sifting and sorting" for 205 careers of former vocational teachers who had at least one year of classroom teaching experience in vocational education.

Again, the reader is asked to refer to the data in Appendix E and cautioned that the percentages refer to those persons who were going to exit vocational teaching and not to the total number of graduates. After teaching one year, 116 (57 percent) did not experience a job change while an additional 33 (16 percent) remained in vocational classroom teaching but in another school. Thus, 73 percent of the 205 former vocational teachers remained in vocational teaching after obtaining one year of teaching experience. Continuing the breakdown, of those who left teaching after obtaining one year of teaching experience, 3 percent were teaching subjects other than vocational education; 11 percent became homemakers; another 5 percent entered a business, sales or secretarial job; 2 percent returned to college; 2 percent entered a profession; and the remaining 4 percent entered an array of four other jobs.

A total of 50 percent were still teaching after gaining two years of teaching experience; 29 percent in their original school and 21 percent had shifted to another school. The 102 (50 percent) who had exited vocational classroom teaching at this point were characterized as follows: 13 teaching non-vocational classroom subjects; 6 school administration; 46 had become full-time homemakers; 13 had entered a business, sales or secretarial job; 4 had returned to college; 10 had obtained professional jobs; and the remaining 10 were holding six other jobs.

Each succeeding year was analyzed in like manner using the data in Appendix E. Reference is now made to Figure 2, which makes it possible to visualize the rate of exit for those who were going to leave vocational teaching. Half of those who were going to exit did so after obtaining two years of teaching experience. Each year of experience obtained between two and five was accompanied by an additional exit rate of about 12 percent. So that by the end of the fifth year of teaching, 83 percent of those who were going to exit had done so. Only a small number of persons were found to re-enter vocational classroom teaching once exit had occurred. Table 5

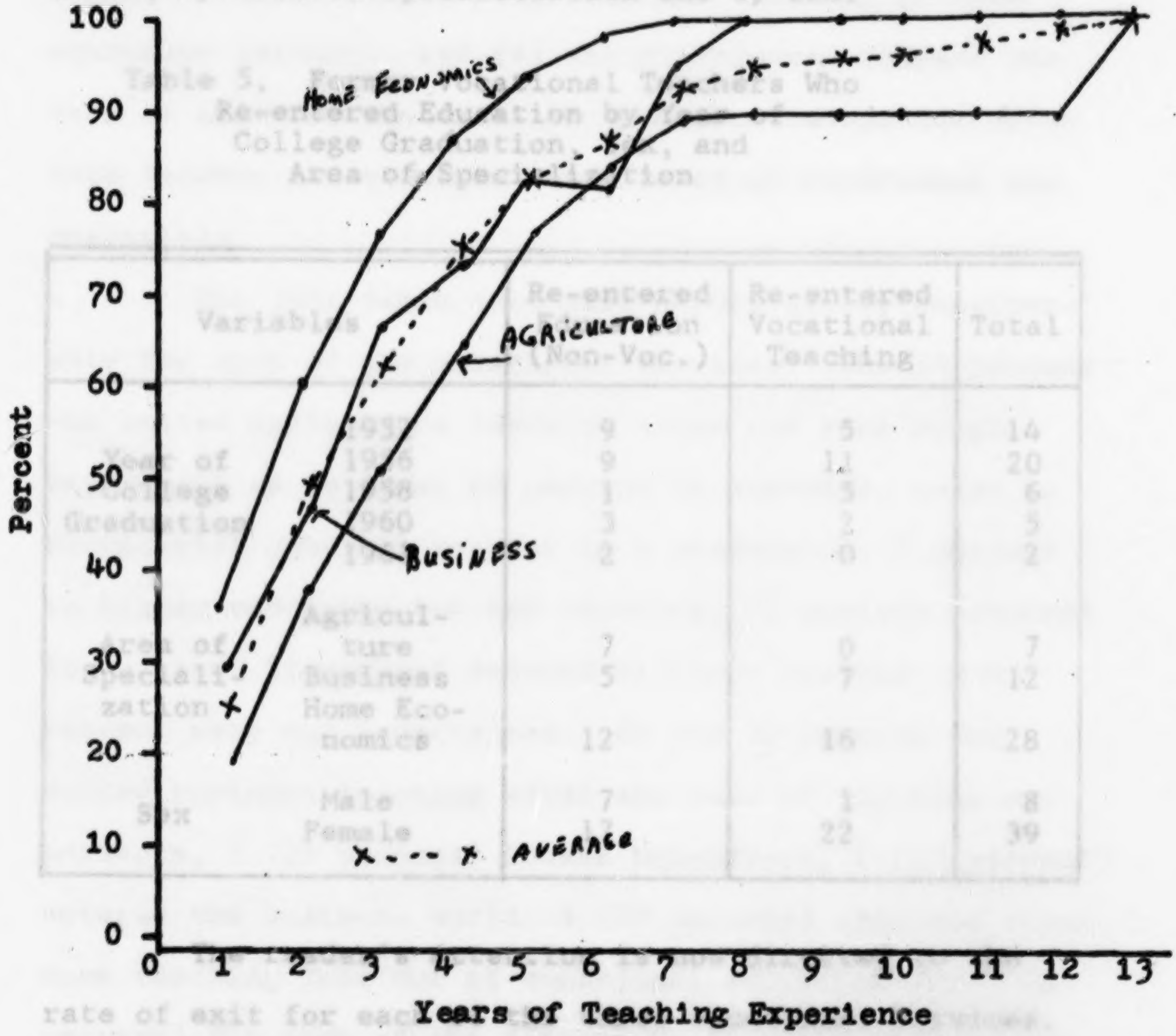


FIGURE 2. RATE OF EXIT FOR THOSE WHO WERE GOING TO LEAVE VOCATIONAL CLASSROOM TEACHING

summarizes these exit and re-entry data by year of graduation, by area of specialization and by sex.

Table 5. Former Vocational Teachers Who Re-entered Education by Year of College Graduation, Sex, and Area of Specialization

Variables		Re-entered Education (Non-Voc.)	Re-entered Vocational Teaching	Total
Year of College Graduation	1952	9	5	14
	1956	9	11	20
	1958	1	5	6
	1960	3	2	5
	1961	2	0	2
Area of Specialization	Agriculture	7	0	7
	Business	5	7	12
	Home Economics	12	16	28
Sex	Male	7	1	8
	Female	17	22	39

The reader's attention is now directed to the rate of exit for each of the three vocational services. These data are also tabled and presented in Appendices E-1, E-2, E-3, respectively for agriculture, business and home economics. Four generalizations can be made by observing these data which are also displayed in Figure 2. These generalizations are: (1) those who were going to exit home economics teaching did so much earlier than did the agriculture or business teachers; (2) those who were going to exit business teaching did so at a rate slightly below the exit rate for the home economics teachers;

(3) those who were exiting vocational agriculture teaching did so at a slower rate than the business or home economics teachers, and (4) the differences between the rate of exit for the areas of vocational education after each teacher had obtained seven years of experience was negligible.

The jobs taken once exit occurs differ considerably for each of the vocational services. The 14 persons who exited agriculture teaching after one year sought employment as follows: 29 percent in business, sales or secretarial jobs; 14 percent in a profession; 7 percent in higher education but not teaching; 21 percent returned to college; 21 percent entered military service; and 7 percent were not ascertained. Of the 12 persons who exited business teaching after one year of teaching experience, 3 (25 percent) became homemakers, 2 (17 percent) entered the business world, 4 (33 percent) obtained classroom teaching jobs out of vocational education and 1 (8 percent) did each of the following: entered military service, traveled in Europe and not ascertained. The former home economics teachers were far less diverse in their employment after one year of teaching. Thirty of the 93 exited home economics teaching after one year. Sixty-seven percent became homemakers; 17 percent obtained a business, sales, or secretarial job; 3 percent sought employment in a profession; 3 percent entered a service occupation; 3 percent returned to college; and 7 percent became non-vocational classroom teachers.

Two years after graduation finds the trend continuing. Twenty-seven (38 percent) had exited agricultural teaching. The percentages for business and home economics were 49 and 59 percent, respectively. The jobs taken by former vocational teachers when exiting after obtaining one and two years of teaching experience are summarized as follows:

	Agriculture	Business	Home Economics
Number having exited	27	20	55
School administration	5	0	1
Professions	7	0	3
Homemaking	--	8	38
Farming	1	0	0
Business, sales, or secretarial	5	4	4
Higher education, not teaching	1	0	0
Back to college	3	0	1
Health occupation	0	0	1
Non-vocational classroom teaching	0	7	6
Military	3	0	0
Several jobs in one year	0	0	1
Illness	1	0	0
Not ascertained	1	1	0

Each succeeding year was so analyzed. With this information and reference to Appendices E-1, E-2, and E-3 several generalizations were readily apparent. These were:

1. Nearly all business teachers upon exiting vocational teaching became: (a) homemakers; (b) business, sales, or secretarial workers; or (c) non-vocational classroom teachers.

2. Most home economics teachers left vocational classroom teaching to become full-time homemakers.

3. No one occupation attracted most of the former agriculture teachers.

4. About equal numbers of former agriculture teachers were attracted to school administration, business and professional jobs. Some entered non-vocational classroom teaching.

5. Agriculture teachers entered a much wider range of jobs than did home economics or business teachers upon exiting teaching.

These data support the derivation of five career patterns. The patterns are called descriptive patterns to distinguish them from the Miller-Form Patterns and are titled: (1) family oriented pattern, (2) in-out pattern, (3) horizontal pattern, (4) vertical pattern, and (5) cautious. A definition and discussion of these patterns is reserved for section J of this chapter. The remaining profiles and the Miller-Form Patterns will be analyzed first in sections C - I.

Miller-Form Career Pattern Paradigm

The report turns now to a description and an analysis of the Miller-Form Career Pattern Paradigm. It will be recalled that the occupational span of a career has been described as including three stages: initial, trial, and stable. For this study the initial phase of the teachers career was defined as a job taken for only one year immediately after college graduation, the trial phase for two years or any job taken after the initial phase for less than two years, and the stable phase is entered when a job is held for three years. Each shift in schools was considered a job change.

Miller-Form have found 14 patterns of the various I-T-S combinations. Seven of these have been classified as secure patterns and seven as insecure patterns. One person might teach in school A for one year, move to school B for two years, and then exit teaching becoming employed as a salesman for five years. Such a pattern would be I-T-S (classified as secure pattern number 5). Another person may teach for four years in school A, move to school B for one year, then to school C for another year, exit teaching to become a salesman for one year and finally become a County Agricultural Agent for one year. Such a pattern would be S-T-T-T-T which is insecure pattern number 12.

A problem is confronted when attempting to classify the former women teachers who were family oriented; that is, they had interrupted their career to raise a family. It was decided to regard all of these as a separate group in the analysis, and this analysis will be reported in section J of this chapter which deals with descriptive career patterns.

Ninty-two careers could be classified in one of the 14 patterns and these are presented in Table 6. Sixty-three or 69 percent of these had secure careers and 31 percent insecure careers. Each of the vocational services had approximately 70 percent of their careers in

Table 6. Career Patterns of Former Vocational Teachers by Area of Vocational Choice

Miller-Form Career Pattern	Total	Area of Vocational Choice		
		Agri-culture	Business	Home Economics
Secure Patterns				
1 (S)	14	11	3	0
2 (I-S-T-S)	0	0	0	0
3 (S-T-S)	3	3	0	0
4 (I-S)	8	5	1	2
5 (I-T-S)	14	9	3	2
6 (I-T-S-T-S)	1	1	0	0
7 (T-S)	23	18	2	3
(Sub total	63)			
Insecure Patterns				
8 (T-S-T)	4	2	1	1
9 (I-T-S-T)	1	1	0	0
10 (I-T)	3	2	0	1
11 (T)	1	1	0	0
12 (S-T)	17	15	1	1
13 (I-S-T)	3	1	2	0
14 (T-T-T-T)	0	0	0	0
(Sub total	29)			
Total	92	69	13	10

I = Initial
T = Trial
S = Secure

the secure pattern, excluding, of course, those former business and home economics women who became homemakers.

Career patterns 7, 5 and 1 characterize 81 percent of the secure careers. Career pattern 7 has a trial phase (job for 2 years) followed by a stable phase (a job held for three or more years); pattern 5 has an initial phase, a trial phase and a stable phase while the careers of pattern 1 enter a stable phase immediately.

The majority (59 percent) of the insecure careerists have pattern 12 which has a stable phase followed by a trial phase. The remaining insecure patterns were distributed among patterns 8, 9, 10, 11 and 13. The analysis from this point forward will use only the grouped patterns of secure and insecure unless special attention considers it necessary to exhibit each specific pattern.

The 1961 graduates were the only group where year of college graduation was associated with the career pattern. Of the 13 1961 graduates who had left vocational teaching, 9 had an insecure career, pattern 12. Care needs to be exercised in an interpretation as this probably simply reflects the fact that they had shifted out of a secure job in education.

Career Choice and Educational History

Profile: The profile of the respondents' career choice and educational history was constructed. This profile included such information as why they chose the occupation of teaching, when they definitely decided to become a teacher, whether teaching was their first occupational choice, when they enrolled in a teacher education program and education beyond the bachelor's degree.

An open-ended question "to the best of your memory why did you want to become a teacher" was asked. These reasons were evaluated to fit into a two-facet paradigm. The first is characterized as a "reward-demand" facet. It is classified by the reasons that a person gives for choosing teaching which indicates that his reasons were for the demands that it would make upon him as a teacher or for the rewards that the occupation would provide to him. The second facet of this paradigm is the source of those demands or rewards. Six sources were identified. These were: physical, economic, social, interpersonal, intellectual and ethical.

Of the 168 respondents who gave enough information to be classified, 151 (90 percent) were classified as choosing the occupation of teaching for the rewards that it would offer them. The source of the rewards was physical for 29 percent and interpersonal for 45 percent of the 168 former teachers who were classified. These data are shown in Table 7. Note that nearly 50 percent of the former agriculture and home economics teachers but only 33 percent of the former business teachers chose teaching for the interpersonal rewards that it offered to them. The former business teachers were characterized as choosing teaching for the physical rewards that teaching offers.

There was some tendency for those former teachers whose parents had some education beyond high school to choose teaching for the physical rewards and for those whose parents had a high school or less education to choose teaching for the interpersonal rewards. Also the earlier the person entered a teacher education program the more likely his reason for choosing teaching was for the interpersonal rewards.

Table 7. Reasons for Becoming a Teacher by Area of Undergraduate Specialization

Reason for Choosing Teaching		Undergraduate Specialization			
Facet	Source	Agriculture	Business	Home Economics	Total
Demands					(16)
	Physical	1	--	2	3
	Economic	--	--	--	--
	Social	--	1	2	3
	Interpersonal	1	1	--	2
	Intellectual	3	1	3	7
	Ethical	--	--	1	1
Rewards					(151)
	Physical	10	16	23	49
	Economic	3	2	--	5
	Social	5	2	2	9
	Interpersonal	30	11	35	76
	Intellectual	4	--	5	9
	Ethical	2	--	1	3
Total		59	34	74	167

The respondents were also asked to indicate their level in school when they definitely decided to become a teacher. Thirty-six percent had decided to definitely become a teacher by high school graduation but 55 percent decided in college before the third year. Only 15 percent of the former business, 24 percent of the former agriculture but 54 percent of the former home economics teachers had decided to become a teacher by high school graduation. Over three-fourths of the former business teachers and 59 percent of the former agriculture teachers decided to become teachers in college before the third year. When the variable of time that the decision was made to definitely become a teacher is compared with the sex of the former teachers it was found that 23 percent of the men and 51 percent of the women had decided to become teachers by high school graduation. The more recent college graduates, 1960 and 1961, tended to have made the decision to become a teacher by high school graduation while two-thirds of those graduates of years 1952 and 1956 did not make the decision until college before third year.

Then the respondents were asked if teaching was their first occupational choice and 63 percent responded affirmatively. Teaching was the first occupational choice for 57 percent of the former agriculture teachers and 76 percent of the former home economics teachers. It was not the first occupational choice for 58 percent of the former business teachers. This difference is significant. Teaching was the first occupational choice for 56 percent of the men and 67 percent of the women.

Slightly over half (52 percent) of the former teachers entered a teacher education program as they began their college work and nearly one-fourth entered during the second year of college. Former home economics teachers entered a teacher education program much earlier than did former agriculture and business teachers. Former business teachers are characterized as entering the teacher education program quite a bit later than the other two groups as 56 percent entered during their third or fourth year of college. This percent was 45 for agriculture teachers and 28 for former home economics teachers.

The final aspect of the profile of occupational choice and educational history of this group of former vocational teachers concerns their education beyond the bachelor's degree. Twenty-eight percent did not do any work beyond the bachelor's degree. A master's degree was completed by 60 (29 percent) but was started by 126 (62 percent) of the group. Seventy-three of the former teachers began a masters before the end of their first year of teaching. There was a highly significant difference between the three groups on this variable. Nearly all of this difference was accounted for by the former agriculture teachers as 40 (56 percent) of them completed a masters and 80 percent started a master's program before the end of their first year of teaching.

Miller-Form Career Pattern: To re-capitulate, the respondents were asked: (1) why they chose the occupation of teaching, (2) when they definitely decided to become a teacher, (3) if teaching was their first occupational choice, (4) when they enrolled in a teacher education program, and (5) their education beyond the bachelors. Each of these items were used to construct a profile of career choice and educational history. Now these items are compared using the Miller-Form Career Pattern Paradigm.

Since so few persons were classified as choosing teaching for the demands (16 or 10 percent) that it would make upon them, only the source of the demand or reward is reported in Table 8. The predominate reason for

Table 8. Reasons Former Vocational Teachers Choose Teaching as an Occupation by the Miller-Form Career Pattern

Source of the Demand or Reward	Career Pattern Secure	Career Pattern Insecure
Physical	9	4
Economic	3	0
Social	4	3
Interpersonal	24	14
Intellectual	9	1
Ethical	1	1
Total	50	23

choosing teaching was interpersonal for both the secure and insecure pattern holders. Those persons who entered teaching for interpersonal reasons were equally apt to have a secure or an insecure career pattern while those who entered teaching for intellectual reasons were much more likely to exhibit a secure pattern.

Those who definitely decided to become a teacher while in college were three times as likely to have a secure career pattern than to have an insecure pattern. The insecure pattern was exhibited by 55 percent of those who began their college work in teacher education while 40 percent of the former teachers who had secure patterns entered teacher education at that point.

When the data concerning education beyond the bachelor's degree are contrasted with the career patterns the results are quite revealing. These data are:

	B. S. Only	Completed a Masters
Secure Career Pattern	19 percent	48 percent
Insecure Career Pattern	0 percent	62 percent

It indicates that the former vocational teachers who had education beyond the bachelor's degree were likely to also change jobs.

Employment History

Profile: This section of the report attempts to describe former vocational teachers as they responded to their world of work. An analysis of the quality of this employment profile is reserved for the 2. component of this section which discusses the career pattern. The employment profile of the 205 former vocational teachers begins immediately after high school graduation when 83 percent enrolled in college. About equal numbers of the others gradually enrolled in college each year with 3 percent still entering eight or more years after high school graduation. No one area of jobs attracted the 17 percent who did not go immediately to college but military service (5 percent), and holding a series of part-time jobs (6 percent) accounted for most of them. This variable is a factor only in the careers of men, as 99 percent of the women former teachers graduated from high school and went immediately to college.

It is important to recall at this point that one criterion of selection was that the respondent begin teaching immediately after college graduation and that the respondents are not all college graduates of the same year. Some graduated from college as recently as 1961 and others extended back to 1952. During the 13 year span that is included, 20 percent obtained one year of teaching experience and then exited, 23 percent two years, and 19 percent three years of teaching experience. The number of teachers leaving after obtaining four or more years of classroom teaching experience sharply declines as is shown in Figure 3. So the typical former vocational teacher is likely to have had two or three years of teaching experience. The converse relationship needs to be explored; that is, the longest consecutive time spent in any one school by these former teachers. Thirty percent had one year in one school, 29 percent had two years in one school, while 18 percent had three consecutive years of experience in one school before exiting.

Wide variation existed among the three groups of former vocational teachers in the years of experience of those who exited. Seventy-five percent of those who exited home economics teaching and 62 percent of those who exited business teaching did so with three or less years of teaching experience while only 45 percent of those who exited agriculture classrooms did so with three or less years of experience. Another way of explaining this is to note that the peak exit rate for both business and home economics teachers occurred at the end of two years. This peak was at the end of four years for agriculture teachers. Those who exited business and home economics

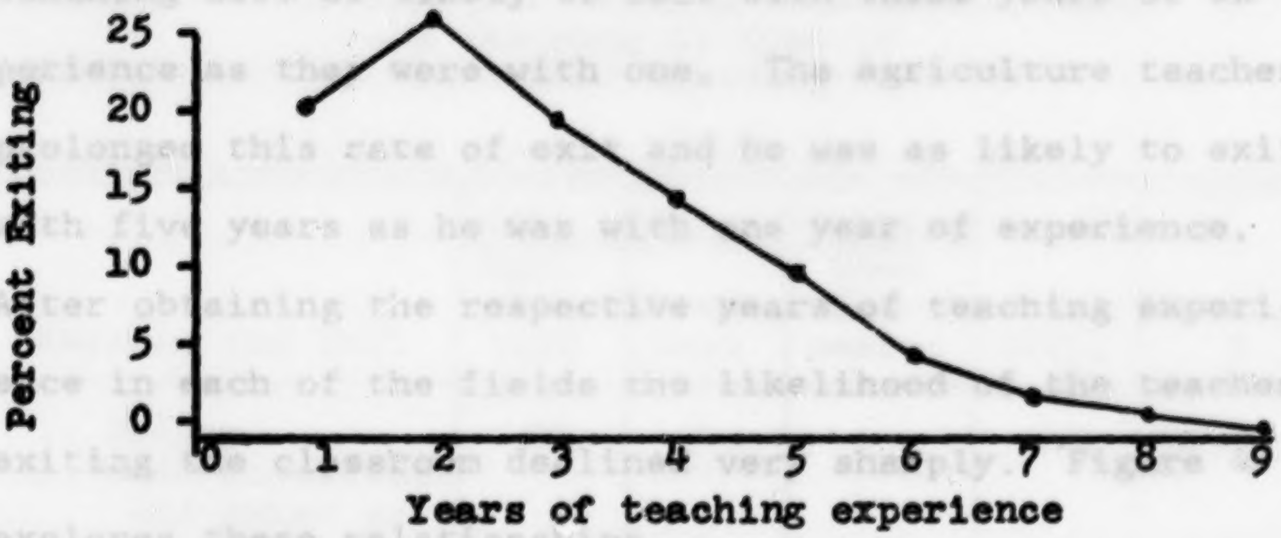


FIGURE 3. YEARS OF EXPERIENCE OF THOSE WHO EXITED VOCATIONAL TEACHING

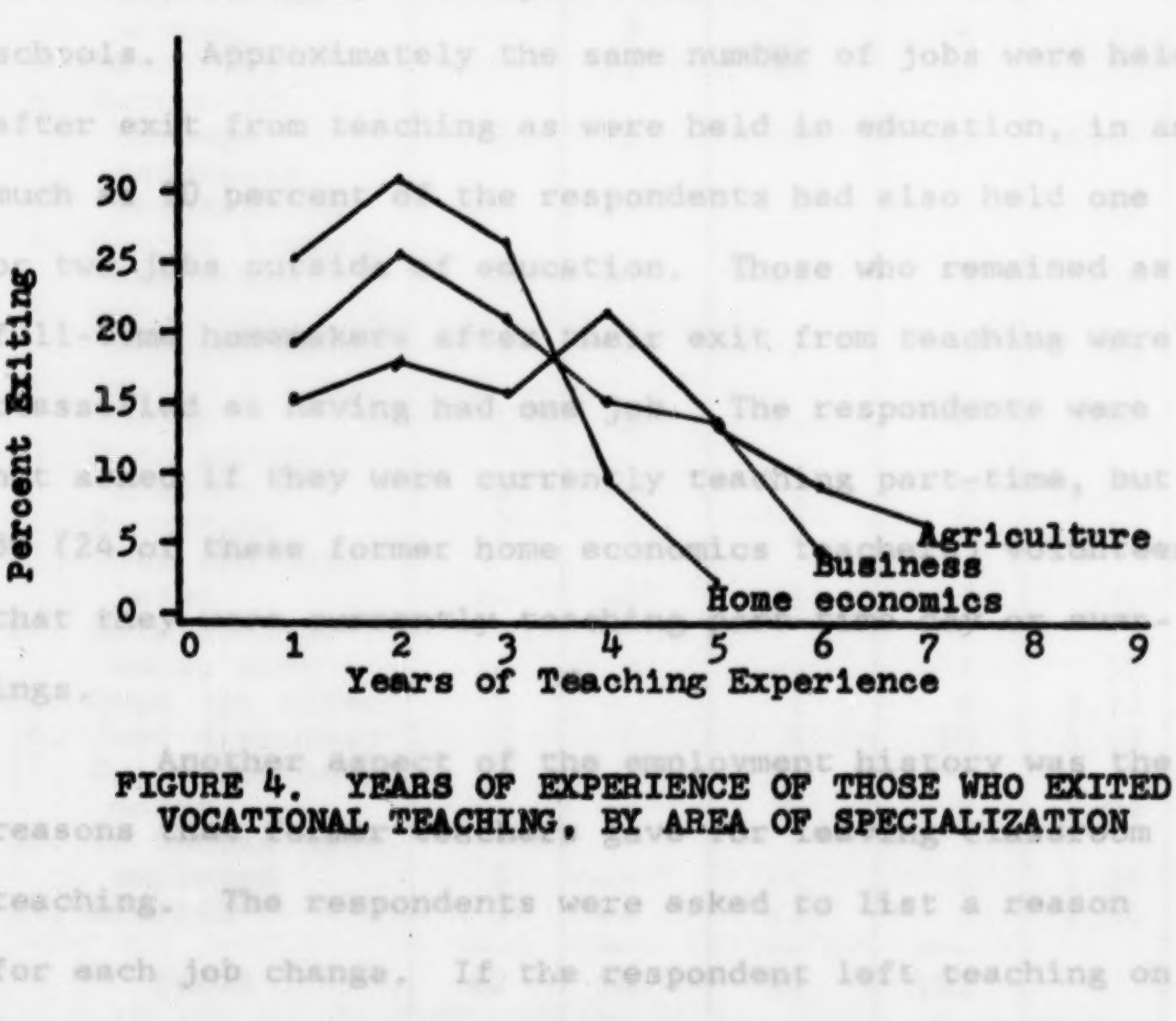


FIGURE 4. YEARS OF EXPERIENCE OF THOSE WHO EXITED VOCATIONAL TEACHING, BY AREA OF SPECIALIZATION

teaching were as likely to exit with three years of experience as they were with one. The agriculture teacher prolonged this rate of exit and he was as likely to exit with five years as he was with one year of experience. After obtaining the respective years of teaching experience in each of the fields the likelihood of the teacher exiting the classroom declined very sharply. Figure 4 explores these relationships.

Nearly all (91 percent) of those who exited classroom teaching had experiences in no more than two schools. Approximately the same number of jobs were held after exit from teaching as were held in education, in as much as 90 percent of the respondents had also held one or two jobs outside of education. Those who remained as full-time homemakers after their exit from teaching were classified as having had one job. The respondents were not asked if they were currently teaching part-time, but 30 (24 of these former home economics teachers) volunteered that they were currently teaching part-time day or evenings.

Another aspect of the employment history was the reasons that former teachers gave for leaving classroom teaching. The respondents were asked to list a reason for each job change. If the respondent left teaching on more than one occasion the reason for the last exit was considered. These reasons were then grouped and are listed in Table 9. A quick glance at this table reveals that the reasons reflected differences in orientation of

Table 9. Reasons for Leaving Vocational Classroom Teaching by Area of Vocational Teaching

	Area of Voc. Teaching				
Reasons for Exit	Agriculture	Business	Home Economics	Total	%
1. Salary	20	4	--	24	12.50
2. Poor classroom and other assignment	8	2	2	12	6.25
3. Marriage	--	2	7	9	4.69
4. Husband took job that necessitated moving	--	3	23	26	13.54
5. Maternity	--	21	44	65	33.85
6. Return to college	7	2	4	13	6.77
7. Inadequate preparation	--	--	1	1	.52
8. Desire 9-month employment	1	--	--	1	.52
9. Opportunity to explore self	1	--	--	1	.52
10. Wanted a challenge	1	1	--	2	1.04
11. Poor administration	4	--	1	5	2.60
12. Promotion	5	1	2	8	4.17
13. Town too isolated	--	--	1	1	.52
14. Help in husbands work	--	1	--	1	.52
15. Good job offer	5	--	1	6	3.12
16. Just disgusted	5	1	4	10	5.19
17. Full-time homemaker	--	--	2	2	1.04
18. To become self-employed	2	--	--	2	1.04
19. Drafted	3	--	--	3	1.56
Total	62	38	92	192	

those former teachers. Items 3, 4, 5 and 17 are for women who are family and marriage oriented and comprise 53 percent of the total. This 53 percent is not the entire female population as there are 127 (62 percent) women in the study. Of those 90 respondents who did not give family oriented reasons for leaving vocational classroom teaching, 24 (27 percent) exited for salary reasons, 12 (13 percent) exited due to a poor assignment, 13 (14 percent) left to return to college, 8 (9 percent) to take a promotion and 10 (11 percent) left vocational classrooms as they were "just disgusted." The remaining 23 persons gave 10 other reasons for leaving vocational teaching.

Miller-Form Career Pattern: The employment history included information about: (1) what was done immediately after high school graduation, (2) number of years of teaching experience, (3) number of schools taught in, (4) time spent in one school, and (5) why exit vocational teaching. It will be recalled that 83 percent of all of the respondents attended college immediately after high school. Items 2, 3 and 4 should not be compared with the Miller-Form Career Pattern Paradigm. These items are part of the data which determined if the person had a secure or an insecure pattern. Thus, in a sense, any statements derived from such a comparison would be tautological.

Table 10 does, however, present the data as to why the respondents left vocational teaching and the career

Table 10. Reasons Former Vocational Teachers Exited Teaching by Miller-Form Career Patterns

Reasons for Exit	Miller-Form Career Patterns	
	Secure	Insecure
1. Salary	15	8
2. Poor classroom and other assignment	9	0
3. Return to college	4	8
4. Desire 9-month employment	1	0
5. Opportunity to explore self	0	1
6. Wanted a challenge	1	1
7. Poor administration	2	2
8. Promotion	5	3
9. Good job offer	5	1
10. Just disgusted	8	1
11. To become self-employed	1	1
12. Drafted	3	0
Total	54	26

pattern associated with that reason. About one-third of those who exhibited insecure career patterns said they left vocational teaching for salary reasons. Another one-third left vocational teaching to return to college and the remaining one-third gave a variety of seven other reasons. Twenty-eight percent of those who had a secure pattern left vocational teaching for salary considerations, another 17 percent left because of their teaching load, and 15 percent exited as they were "just disgusted." The remaining 40 percent indicated that they left vocational teaching for an array of eight other reasons. Thus, the only reasons that seemed to differentiate between the secure and the insecure patterns were teaching load and to return to college.

Satisfaction with Teaching

Profile: The degree of satisfaction with teaching may also be a factor causing exit from teaching. The respondents were given a list of 21 items of teaching and were asked to rate these as 4-very satisfactory, 3-fairly satisfactory, 2-unsatisfactory, and 1-very unsatisfactory aspects of their vocational teaching experiences. A mean for each of the items was computed. The means and rank order for the 21 aspects of teaching are shown in Table 11.

It was necessary to determine if the three groups varied in their ranking of the 21 aspects of teaching. For this purpose the Kruskal-Wallis model was used. Variation among the three groups were found to be just barely significant at the .05 level of significance. Spearman's rank order correlation was then computed for the three groups and by sex to see which sets of respondents, if any, differed significantly. The r_s values were found to be:

between agriculture and business	.924
between agriculture and home economics	.825
between business and home economics	.800
between men and women	.877

These are very high correlations and none of the four pairs differ significantly. This is not really a contradiction in statistical observations. The former analysis

Table 11. Satisfactions With Teaching of Former Vocational Teachers by Vocational Speciality and Sex

Aspect of Teaching	Mean	Vocational Speciality			Sex	
		Agri.	Bus.	H. Ec.	Male	Female
Relations with fellow teachers	3.53	3.41	3.79	3.52	3.44	3.60
Relations with students	3.33	3.27	3.58	3.40	3.45	3.43
Relations with parents	3.33	3.34	3.33	3.33	3.36	3.32
Teaching as a whole, except salary	3.23	3.17	3.41	3.20	3.28	3.26
Pupil discipline	3.18	3.07	3.44	3.17	3.13	3.22
Teaching load	3.16	3.06	3.23	3.22	3.09	3.21
Adequacy of school, equipment, supplies, etc.	3.10	2.96	3.36	3.10	2.99	3.17
Fringe benefits such as sick leave, etc.	3.09	2.85	3.13	3.26	2.83	3.25
General community attitude toward teachers	3.04	2.94	3.00	3.14	2.94	3.13
Your future as a classroom teacher	3.01	2.80	3.26	3.08	2.70	3.15
Non-teaching responsibilities	2.99	3.00	3.00	2.98	2.97	3.00
Degree of interest shown by the students	2.98	2.89	2.97	3.07	2.90	3.04
Salary	2.82	2.58	2.78	3.03	2.51	2.68
Professional attitude of fellow teachers	2.81	2.66	2.95	2.81	2.66	2.91
Helpfulness of supervision received	2.80	2.70	2.92	2.72	2.59	2.87
Future employment possibilities of your students	2.77	2.72	2.97	2.73	2.73	2.81
Ability of students in your classes	2.77	2.66	2.97	2.78	2.68	2.84
Total time spent on school duties	2.75	2.70	2.92	2.72	2.71	2.78
Time required to reach peak salary	2.72	2.55	2.79	2.85	2.56	2.86
Amount of paper work that was required	2.67	2.39	2.81	2.83	2.42	2.83
Maximum salary for classroom teachers	2.49	2.25	2.38	2.74	2.19	2.56

was a measure of the variance among all 21 items in the three groups and the latter analysis was a measure of the rank differences for each set or group of two on the 21 items. This difference in statistical observation may be expressed in another manner. A second glance at Table 11 will reveal that former agriculture teachers ranked nearly all (19 of 21) of the items lower than did the former business or home economics teachers. The Kruskal-Wallis test is sensitive to this difference of constant lower ranking by one group and the Spearman rank order correlation is not.

The list of 21 aspects of teaching was clustered into four sub-groups which were: (1) intrinsic, (2) extrinsic, (3) human relations, and (4) student components of teaching. This permitted further analysis of the satisfaction factors. Former teachers were most satisfied with human-relations aspects of teaching (relations with students, relations with fellow teachers, etc.) and most dissatisfied with the extrinsic factors of teaching (maximum salary for classroom teachers, time needed to reach the maximum salary, amount of paper work, etc.).

Three of the 21 items concerned the salary variable which was a part of the extrinsic component of teaching. When the 21 items were arrayed with the items being most satisfactory at the top, salary in general was ranked 13th. However, the time needed to reach maximum salary and the maximum salary for classroom teachers were ranked 19th and 21st, respectively. The implication of this is that the salary of former vocational teachers at the time of their exit was not necessarily a factor causing teacher dissatisfaction but that the conditions relating to reaching the peak salary contributed to teacher dissatisfaction.

There were no rank order differences for the four sub-groups when compared by sex. Rank order for the extrinsic components for former home economics teachers differed significantly from the rank order on this variable for former business and agriculture teachers. This was due to the fact that former home economics teachers were most dissatisfied with the total time spent on school duties and salary. These two items were ranked much lower in the extrinsic component sub-group by the former business and agriculture teachers. The satisfaction with 21 aspects of teaching was also compared with the year of graduation. Although the rank order of these items did not differ significantly there was a gradual shift to more dissatisfaction with the extrinsic components of teaching by the more recent college graduates.

Miller-Form Career Pattern: The 21 items of teacher satisfaction were compared with the Miller-Form Career Pattern Paradigm. The Spearman rank correlation between the satisfaction of the secure and insecure careerists was found to be quite high at 0.834. The insecure careerists were found, however, to rank two-thirds of the items quite a bit higher in satisfaction than did the secure career pattern holders. Some variation existed between the ranking of secure pattern number 1 (which is characterized as S) and number 7 with a correlation of 0.713. The factors associated with the extrinsic, human relations and intrinsic satisfactions were rated quite similarly. However, those exhibiting pattern number 7 rated the satisfactions associated with the students much lower than did those holding pattern number 1.

The Spearman rank correlations between the secure and the insecure pattern holders for the four groups of satisfaction are as follows:

Extrinsic factors of teacher satisfaction	.581
Human relations factors of teacher satisfaction	.934
Student relations factors of teacher satisfaction	.936
Intrinsic factors of teacher satisfaction	.996

The difference in satisfaction between those persons with secure and insecure patterns is clearly with the *extrinsic* factors. Basically, the secure pattern holders were dissatisfied with the salary items while the insecure careerists were more dissatisfied with paper work, extra time to do the school work, etc. This difference may be indicative of recent job changes by those classified as having insecure career patterns.

Work Values

Profile: It was believed that the work values persons hold might influence their careers. To measure these work values, the respondents were given ten statements that represented four different sets of job values.

These sets of values were *self-expression* values, *people-oriented* values, *extrinsic* values, and *other* values. They were asked to consider to what extent any job or career would have to satisfy each of the ten statements in order for it to be an ideal job requirement. The rating was on a 1-high, 2-medium, and 3-low ideal job requirement scale. The analyses for each of the four sets of values are found in Table 12. The respondents had high (low scores) self-expression and people-oriented values and much lower extrinsic and other values.

An attempt was made to determine if these ideal job values were found in teaching. To this end the respondents were asked to indicate if each statement was descriptive of teaching by checking yes or no. Chi-square analysis was performed comparing the ideal job requirement that the respondent held and if he felt teaching measured up to his ideal job. These chi-square values are also shown in Table 12. The responses are very consistent with their ideal job expectations. People-oriented values were rated highest for teaching, followed very closely by the self-expression values. There was some doubt on the part of the respondents if their extrinsic ideal job values could be found in teaching but there was no doubt that the other values could not be met in teaching.

Two differences stand out when the job values are compared with the area of vocational specialization. The first concerns the similarity between the concept of an ideal job held by the former agriculture and home

Table 12. Ideal Job Values and If Teaching Measured Up to Those Values

Ideal Job Values	Statements Comprising Those Values	Mean	If Ideal Job Value Was Met in Teaching
Self-expression	An opportunity to use my special talents and abilities	1.14	0.049
	Permits me to be creative and original	1.43	2.768
People-oriented	Work with people	1.40	0.113
	Opportunity to be helpful	1.65	0.371
	Exercise leadership	1.26	0.660
Extrinsic	Earn a great deal of money	1.93	1.211
	Provide status and prestige	2.09	5.134*
	Provide a stable, secure future	1.54	1.465
Other	Provide adventure	2.06	19.294*
	Be relatively free of supervision by others	1.64	5.049*

*chi-square values significant at .01

economics teachers. Their self-expression and people-oriented, ideal job values were nearly identical, while the former home economics teachers were slightly lower on extrinsic and other ideal job values. The second difference of note is that the former business teachers had much lower self-expression values than did the former agriculture and home economics teachers and much higher extrinsic ideal job values.

The ideal job values were compared with many of the other variables and this yielded some interesting observations. There were only slight differences in the job values of those who chose teaching for the demands and those who entered teaching for the rewards. The ideal self-expression and extrinsic job values of those who selected teaching for the demands was rated slightly higher than those who selected teaching for the rewards. Those who entered teaching for the interpersonal rewards that teaching would provide to them rated all ten statements higher than those who entered teaching for the physical rewards.

Miller-Form Career Pattern: The work values were measured by a set of ten statements that were thought to represent four different sets of job values. These sets of job values were: (1) self-expression values, (2) people oriented values, (3) extrinsic values, and (4) other values. The respondents were asked to consider to what extent any job or career would have to satisfy each of the 10 statements in order for it to be an ideal job requirement. The ratings were 1-high, 2-medium, and 3-low ideal job requirements.

The mean for each of the four sets of values was computed by career pattern and is presented in Table 13. Those former teachers with secure career patterns had the highest self-expression values. However, the differences between the two career patterns is negligible on this value. Those former vocational teachers exhibiting an insecure career pattern had the highest people oriented values. The extrinsic values were held equally by both

Table 13. Mean Work Values and Career Patterns of Former Vocational Teachers

Work Values	Career Patterns			
	Secure		Insecure	
	Ideal Job	Teaching	Ideal Job	Teaching
Self-Expression				
An opportunity to use my special talents	1.10	1.13	1.17	1.07
Permits me to be creative and original	1.39	1.15	1.41	1.00
People-Oriented				
Work with people	1.42	1.03	1.24	1.00
Opportunity to be helpful	1.24	1.03	1.17	1.00
Exercise leadership	1.54	1.18	1.59	1.07
Extrinsic				
Earn a great deal of money	1.83	1.90	1.93	1.93
Provide status and prestige	2.03	1.51	2.24	1.38
Provide a stable, secure future	1.39	1.28	1.69	1.25
Other				
Provide adventure	1.62	1.60	1.97	1.61
Be relatively free of supervision by others	1.68	1.41	1.55	1.18

groups and the stable career group ranked the other values higher than did those possessing insecure career patterns. Thus, none of the sets of values really differentiated between the basic career pattern groups.

One of the statements contributing to each set of extrinsic and other values did, however, distinguish. Those statements concerned status and adventure in the ideal job for the secure careerists but were rated much lower as an ideal job value by the insecure careerists.

The attitude of the former teachers whether these values for their ideal job could be met in teaching were ascertained and are also presented in Table 13. Both groups were of the attitude that their ideal self-expression and people-oriented values could be met in teaching. The former vocational teachers indicated that their ideal extrinsic values of earning a great deal of money and providing status and prestige could not be met in teaching. The remaining ideal extrinsic value of providing a stable, secure future was more likely to be met in teaching. Careerists exhibiting a secure pattern indicated that their other ideal job values were not descriptive of teaching while those holding an insecure career pattern revealed that their ideal job values of adventure were not met in teaching but their value of being free of supervision was met in teaching.

Attitude Toward Re-entering Vocational Teaching

Profile: The attitude of the respondents toward re-entering vocational classroom teaching was considered a very important aspect of the study due to its staffing, recruitment, and in-service implications. Seven questions were asked to obtain some notion about the attitude toward the re-entry variable. The first question simply stated, "If approached, would you consider re-entering vocational teaching?" Fifty-five percent of the respondents indicated a positive attitude toward re-entry, while 45 percent possessed a negative attitude toward re-entry. Further, 33 percent indicated that they would re-enter on a full-time basis, and 49 percent on some part-time basis. Only 18 percent said they would not re-enter vocational teaching on any basis. Some differences appear among the three groups on their attitude toward re-entry. Former home economics and business teachers (groups composed primarily of women) were much more willing to re-enter, though on a part-time basis than were former vocational agriculture teachers. Nearly one-third (29 percent) of the former vocational agriculture teachers said they would not be willing to re-enter.

Then the respondents were asked the type of position or job that they would consider if they re-entered vocational education. The choices were classroom teacher, local director, vocational guidance, supervision, vocational coordinator and state consultant. Classroom teaching was selected by 107 or 72 percent of the 148 respondents. Though they were asked to indicate their second choice, only 75 of the respondents did so, and 26 of these indicated that vocational guidance was their second choice if they re-entered vocational teaching. Former business and home economics teachers would overwhelmingly prefer a classroom position if they re-entered vocational teaching (91 and 89 percent, respectively). Only 38 percent of the former agriculture teachers indicated that their first choice was classroom teaching if they re-entered vocational teaching, though it also was the highest in rank order for them. The remaining 62 percent of the former agriculture teachers were about equally divided among the other five choices.

The former teachers sensitivities toward refresher type courses was ascertained. The choices provided were: (1) none would be needed, (2) methods of teaching, (3) technical subject matter, (4) growth and development of students, and (5) social and philosophical foundations of education. The respondents were asked to check all of the five areas that they thought they would need if they were to re-enter vocational teaching. Eighteen percent indicated that no additional courses would be needed, 42 percent chose only technical subject matter, 24 percent chose a combination of two items and 5 percent selected a combination of three or more items. Social and philosophical foundations of education was selected singly or in combination by only 4 percent of the population while technical subject matter was involved in 75 percent of the selections.

Information regarding how often supervision by a vocational supervisor (not a high school principal or general supervisor) was provided to the former vocational teachers was obtained. They were asked to check never, 2 times a year, 4-6 times a year, or once a month. The amount of supervision was equally distributed between choices "never," and "about 2 times a year," as each of these items was checked by 46 percent of the respondents. Two-thirds of the former teachers indicated that if they re-entered vocational education they would want the same amount of supervision as when they were teachers. Nearly all former business teachers indicated that they were never supervised, which is contrasted with 71 percent of the former agriculture teachers who were supervised twice a year. All of the former home economics teachers were equally divided between these two alternatives.

The final question about the attitude of the respondents toward re-entering vocational teaching concerned the level of pay that they would expect. Four choices were provided. These were: (1) equal to pay of present job, (2) more than present job, (3) less than present job, and (4) equal to the pay of present vocational teachers. Fifty-three percent of those respondents indicated that if they re-entered vocational teaching they would expect pay equal to that of present vocational teachers, 26 percent would want more than their present job, and 19 percent would want a salary equal to that of persent job. The majority of the female former teachers would want to be paid at a rate equal to that of present vocational teachers. For the former men vocational teachers the salary wanted would have to be equal to or above their present job.

Miller-Form Career Patterns: The items which comprised the attitude of the former vocational teachers toward re-entering vocational teaching were: (1) attitude toward re-entry, (2) on what basis they would re-enter, (3) type of position desired if they re-entered, (4) in-service courses they would need if they re-entered, (5) supervision received while teaching, (6) supervision wanted if they re-entered, and (7) pay wanted if they returned to vocational teaching.

The data presented in Table 14 is most revealing. The reader will note that information on 91 former teachers are included in this table, but only 44 percent of these had a favorable attitude toward re-entering vocational teaching. There were major differences between those with secure and those with insecure patterns. Only 32 percent of those who were classified as having a secure career pattern had a favorable attitude toward re-entering vocational teaching while this figure was 69 percent for those who had insecure career patterns. Secure patterns 5 and 7 account for nearly 40 percent of the negative re-entry considerations. These patterns are characterized as I-T-S and T-S, respectively. Insecure pattern 12 was

Table 14. Career Pattern and Attitude Toward Re-entering Vocational Education by Former Vocational Teachers

Career Pattern	Attitude Toward Re-entering Definitely Yes	Probably Yes	Probably No	Definitely No	Total
Secure					
1	2	3	4	5	14
3	1	0	2	0	3
4	0	2	3	3	8
5	0	3	9	2	14
6	0	0	1	0	1
7	2	7	7	6	22
Sub-total	(5)	(15)	(26)	(16)	(62)
% across	(8)	(24)	(42)	(26)	(100)
Insecure					
8	2	2	0	0	4
9	0	1	0	0	1
10	0	1	2	0	3
11	0	0	1	0	1
12	2	9	6	0	17
13	1	2	0	0	3
Sub-total	(5)	(15)	(9)	(0)	(29)
% across	(17)	(52)	(31)	(0)	(100)
Total	10	30	35	16	91

exhibited by over 50 percent of those insecure careerists who possessed a favorable attitude toward re-entry. This pattern is characterized as once having had a secure phase but is currently in a trial phase. Thus, two statements appear to be valid. These are: (1) persons who have been characterized as having a secure career pattern are not interested in re-entering vocational teaching, and (2) if a former teacher has interrupted his stable career phase he will very likely be receptive toward re-entering vocational teaching.

A similar condition is true when the respondents were asked on what basis they would re-enter vocational education. A total of 68 former vocational teachers, excluding those who became homemakers, provided this information. Seventy-two percent of those 68 had a secure pattern. Nearly 34 percent would re-enter vocational education on a full-time basis, 38 percent on some part-time basis and 28 percent would not consider re-entering vocational teaching on any basis. Approximately 68 percent of all of the former teachers who had insecure patterns would re-enter vocational teaching on a full-time basis while only 21 percent of those who had a secure pattern would re-enter on a full-time basis. However, nearly 50 percent of those who had a secure career pattern would re-enter vocational teaching on some part-time basis.

There was some slight tendency for those with insecure careers to have a preference for supervision or consultant positions if they re-entered vocational teaching. A comparison of the career pattern and need for in-service education reveals the following trends: (1) both patterns selected technical subject matter more frequently than the other alternatives provided, (2) the insecure careerists was more likely to indicate that no re-fresher type courses were needed than was the secure careerists, and (3) the secure and the insecure careerists tended to check only one alternative.

In addition to the above variables, the career patterns exhibited by the former vocational teachers were compared to the amount of supervision desired and pay expected if they re-entered vocational teaching. Essentially the insecure careerists, if they re-entered vocational teaching, desired the same amount of supervision as when they were teaching, while the secure careerists were ambivalent towards having the same or more supervision. The former vocational teachers who had secure careers desired pay equal to their present job and the insecure careerists desired to be paid higher than their present job if they re-entered vocational teaching.

Social Status and Mobility

Profile: A person's social status is an important aspect of his work. This is hard to measure meaningfully, and taken alone it may not be a factor at all in the career pattern of former teachers. The preceding chapter emphasized that teaching is still used as a major vehicle to achieve entrance to middle class society. Prior sections of this chapter have already stated that two-thirds of the respondents had parents whose work was classified as blue collar and about 62 percent of the respondents were rural residents when attending high school. These and other factors provide some indication that the respondents came from families that possessed something less than normal middle class attributes.

Therefore, a comparison of their social status as a teacher to that of their parents makes sense. Nearly 50 percent of the former teachers perceived their social status as higher than that of their parents while only 13 percent indicated that it was lower than their parents. Sixty-six percent of the former agriculture teachers said their teacher social status was higher than their parents, while only 35 percent of the former business and home economics teachers perceived their teaching social status in such a manner. It was also revealed that the lower the educational level of the parent, the higher the former teacher perceived his own social status.

Strict attention needs to be devoted to an analysis of what happened to social status after the respondents exited vocational classroom teaching. Economics becomes an intra-related factor influencing mobility once a person has a job and seeks to transfer to another. Therefore, it is logical to have the rating shift to a socio-economic scale. A socio-economic scale which ranks about 245 occupations was employed for this purpose (See: Reiss in Bibliography and in the Collection of Data section of Chapter Three). Teachers were ranked on this scale, which has 0 and 100 as its limits, at 72. Thus, a job that the person obtained immediately after exiting teaching could be scored as higher than, equal to or lower than teaching in socio-economic status. The scores were obtained and are shown in Table 15 by sex. Nearly 50 percent of the respondents became full-time homemakers and were not rated. Men and women went higher or lower in socio-economic status as they left teaching in about the same ratio. The socio-economic status of 36 of the persons was lower and 25

Table 15. Social Status, By Sex, of the Job Taken as Former Vocational Teachers Exited Teaching

Social Status Ranking of Job	Sex Male	Sex Female	Total
39	--	1	1
49	1	--	1
56	3	--	3
59	1	--	1
60	1	--	1
61	5	8	13
64	2	--	2
65	3	1	4
66	4	--	4
68	6	--	6
72 (teaching)	21	11	32
76	1	1	2
81	--	1	1
83	17	4	21
84	1	--	1
Full-time homemaker			95

higher than that of a teacher. The socio-economic status of the job taken as the former teachers exited teaching was compared to a series of other variables and the following observations recorded:

1. Parents' education was not related to the status of the job taken after education.

2. Those who decided to become a teacher in college were more likely to take a job with a lower socio-economic status when they exited teaching than were those who decided to become a teacher while still in high school.

3. The later the respondent entered a teacher education program the more likely he was to take a job lower in socio-economic status when he exited teaching.

4. Those who perceived their social status as a teacher to be higher than that of their parents, obtained jobs upon exiting teaching that were higher than a teacher in socio-economic status.

5. Nearly all of the former teachers whose job upon exit was higher in socio-economic status than a teacher had education beyond the bachelor's degree.

A profile of status and mobility becomes apparent. Clearly, former teachers in this study were much higher in social status than their parents. Socio-economic status of those former teachers who remained in the job market was not sex related. Exit from teaching by those who did not become full-time homemakers was to other middle class jobs. Former teachers with education beyond the bachelor's degree were able to climb in socio-economic status as they exited teaching.

Miller-Form Career Pattern: The social status of the teacher compared to that of his parents was analyzed employing the Miller-Form Career Pattern Paradigm. These data are tabulated in Table 16. Those persons with insecure patterns tended to rank their social status as a teacher as being higher than the social status of their parents. Those respondents with a secure career pattern perceived their teacher social status as being equal to or above that of their parents.

The data concerning the socio-economic status of the job taken upon exiting vocational teaching were summarized as follows:

	Secure Patterns	Insecure Patterns
Job BELOW the soc-eco/teacher	24	6
Job EQUAL to the soc-eco/teacher	20	6
Job ABOVE the soc-eco/teacher	12	10

These data support the conclusions that: (1) former vocational teachers with secure patterns were not influenced by socio-economic status, and (2) former vocational teachers who sought jobs higher in socio-economic status than teaching were likely to be classified as having an insecure career pattern.

Table 16. Perceived Teacher Social Status of Former Vocational Teachers Compared to That of the Parent by Career Pattern

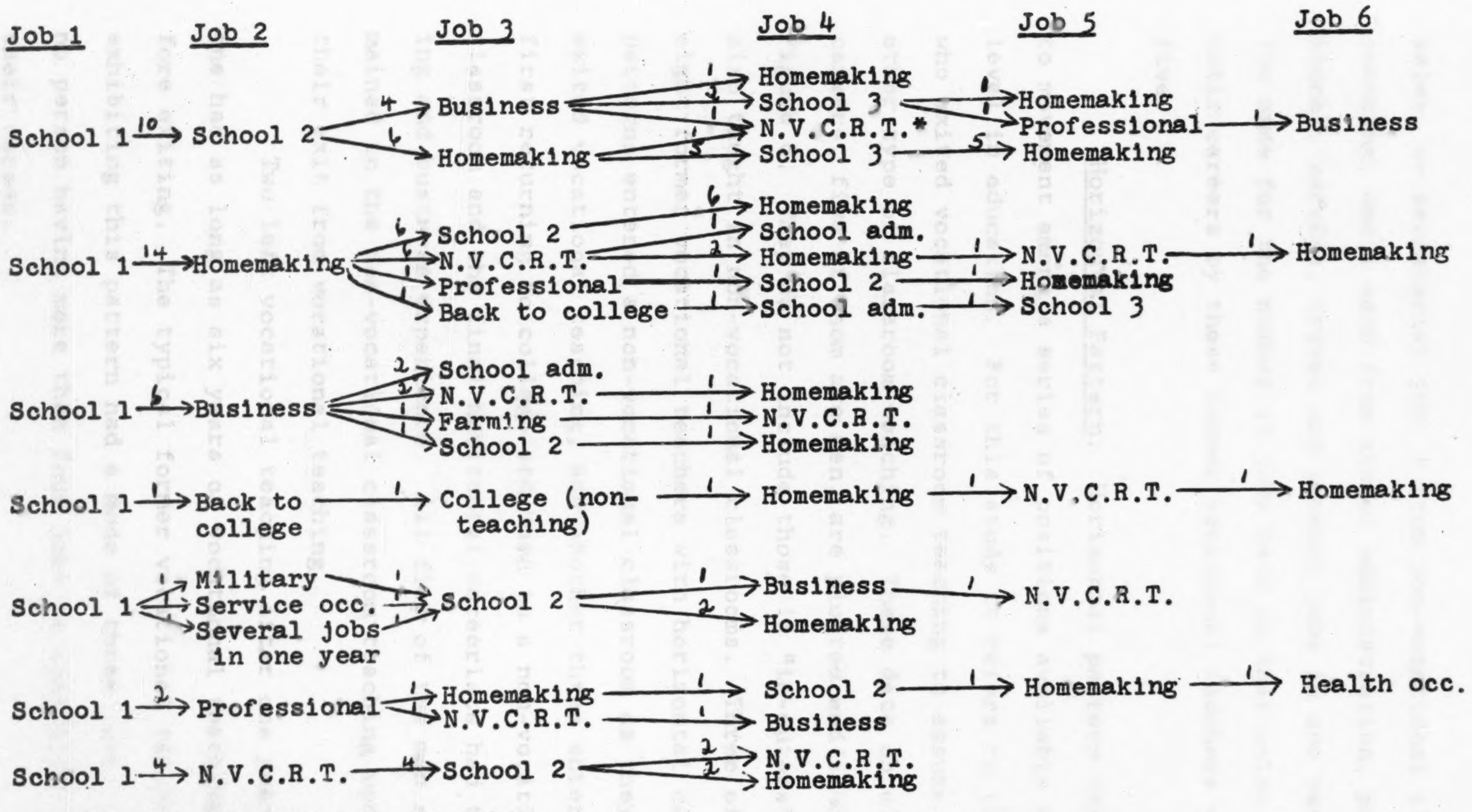
	Social Status			
Career Pattern	Below	Equal	Above	Total
Secure				
1.	1	2	11	
3.	0	3	0	
4.	0	4	4	
5.	2	5	12	
6.	0	0	1	
7.	1	10	12	
Sub-total	(4)	(24)	(35)	(63)
% across	(6.4)	(38.1)	(55.5)	
Insecure				
8.	0	2	2	
9.	0	0	1	
10.	0	2	1	
11.	0	1	0	
12.	1	3	12	
13.	0	0	3	
Sub-total	(1)	(8)	(19)	(28)
% across	(3.6)	(28.6)	(67.8)	
Total	5	32	54	91

Descriptive Career Patterns

Five other basic patterns called descriptive career patterns were evident at the end of section B. These were: (1) family, (2) in-out, (3) horizontal, (4) vertical, and (5) cautious career patterns. Each of these five categories are defined in the following discussion and account for all but eight of the careers. There is some overlapping within the five categories as some persons may have, at one time or another, identified with more than one type of job. This duplication was avoided as much as possible and is explained in the appropriate discussion. Any method to completely avoid the duplication by forcing the former vocational teachers into a specific pattern would be indefensible as the data concern not the total or final careers of the former teachers but careers as they have progressed up to the time of the study. They could continue to change as time passes.

Family Oriented Pattern: This pattern is defined as those persons who left education to become homemakers and it characterizes the careers of 111 women. Thirty-one of these women are also included in the next pattern (in-out pattern) to be discussed. This pattern includes 78 percent of the former home economics teachers and 82 percent of the former women business teachers. Sixty-six of these 111 women taught in vocational classrooms and then proceeded to become homemakers and thus had no other work experiences. When the in-outers were added this number rises to 92 of 111 women who had only classroom teaching and homemaking experiences. Seventy-five of this group had teaching experience in only one school before exiting vocational classroom teaching. Another eight had one or more years experience in business, sales or secretarial work; and four had experiences in the professional category.

In-out Pattern: The in-out pattern is defined as those former vocational teachers who re-entered education after leaving vocational classroom teaching for non-educational employment. A total of 40 persons; 33 women and 7 men, exhibited this pattern. These were plotted and are shown in Figure 5. The problem of overlapping of the five categories or patterns becomes paramount here. It was decided to include those 31 women of the "family oriented" pattern who also re-entered education. Three routes or sub-patterns appear to dominate this group. The route followed most often was from school one to homemaking, to re-entry; next in frequency was the route from school one to school two, to homemaking or business, and then to re-entry; and the third popular route was from school to business to re-entry. A total of 23 persons re-entered education from homemaking and 11 re-entered from a business, sales or secretarial occupation. There is also a sub-pattern plotted in Figure 5, which is those persons who specifically re-entered vocational education at one time or another. Thirteen of these re-entered vocational teaching from homemaking; 4 from a business,


Job 1
Job 2
Job 3
Job 4
Job 5
Job 6
School 1
10
School 2
4
Business
6
Homemaking
1
Homemaking
2
School 3
1
N.V.C.R.T.*
1
5
School 3
1
Homemaking
1
Professional
1
Business
5
Homemaking
School 1
14
Homemaking
6
School 2
6
N.V.C.R.T.
1
Professional
1
Back to college
6
Homemaking
1
School adm.
2
Homemaking
1
N.V.C.R.T.
1
Homemaking
1
School 2
1
Homemaking
1
School adm.
1
School 3
School 1
6
Business
2
School adm.
2
N.V.C.R.T.
1
Farming
1
School 2
1
Homemaking
1
N.V.C.R.T.
1
Homemaking
School 1
1
Back to college
1
College (non-teaching)
1
Homemaking
1
N.V.C.R.T.
1
Homemaking
School 1
1
Military
1
Service occ.
Several jobs in one year
1
School 2
1
Business
2
Homemaking
1
N.V.C.R.T.
School 1
2
Professional
1
Homemaking
1
N.V.C.R.T.
1
School 2
1
Business
1
Homemaking
1
Health occ.
School 1
4
N.V.C.R.T.
4
School 2
2
N.V.C.R.T.
2
Homemaking

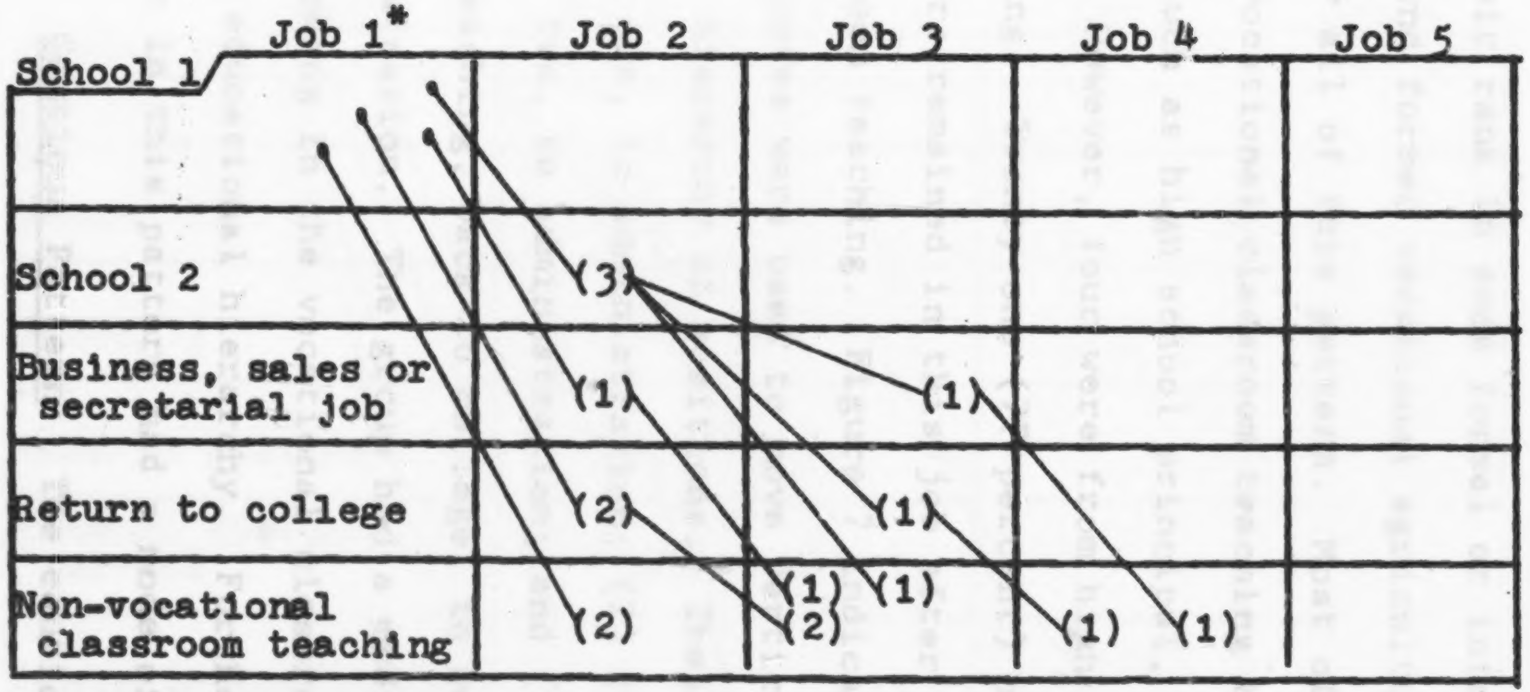
*Non-vocational classroom teaching
The numbers on the arrows indicate how many persons exhibited the pattern.

FIGURE 5. IN-OUT PATTERN

sales, or secretarial job; 4 from non-vocational classroom teaching; and 1 each from school administration, professional, service, travel and several jobs in one year. The mode for the number of jobs held to that point in their careers by these former vocational teachers was five.

Horizontal Pattern: Horizontal pattern refers to movement among a series of positions available at one level in education. For this study it refers to those who exited vocational classroom teaching to assume some other type of classroom teaching. These data on eight careers, five of whom are men, are plotted and shown in Figure 6. They do not include those 18 "in-outers" who also taught in non-vocational classrooms. Three of these eight former vocational teachers with horizontal career patterns entered a non-vocational classroom as they exited vocational teaching, and another three entered by first returning to college and then to a non-vocational classroom and the final horizontal careerists had teaching and business experience. All five of the men remained in the non-vocational classroom teaching upon their exit from vocational teaching.

Two left vocational teaching after one year and one had as long as six years of vocational teaching before exiting. The typical former vocational teacher exhibiting this pattern had a mode of three jobs, with no person having more than four jobs to that point in their career.

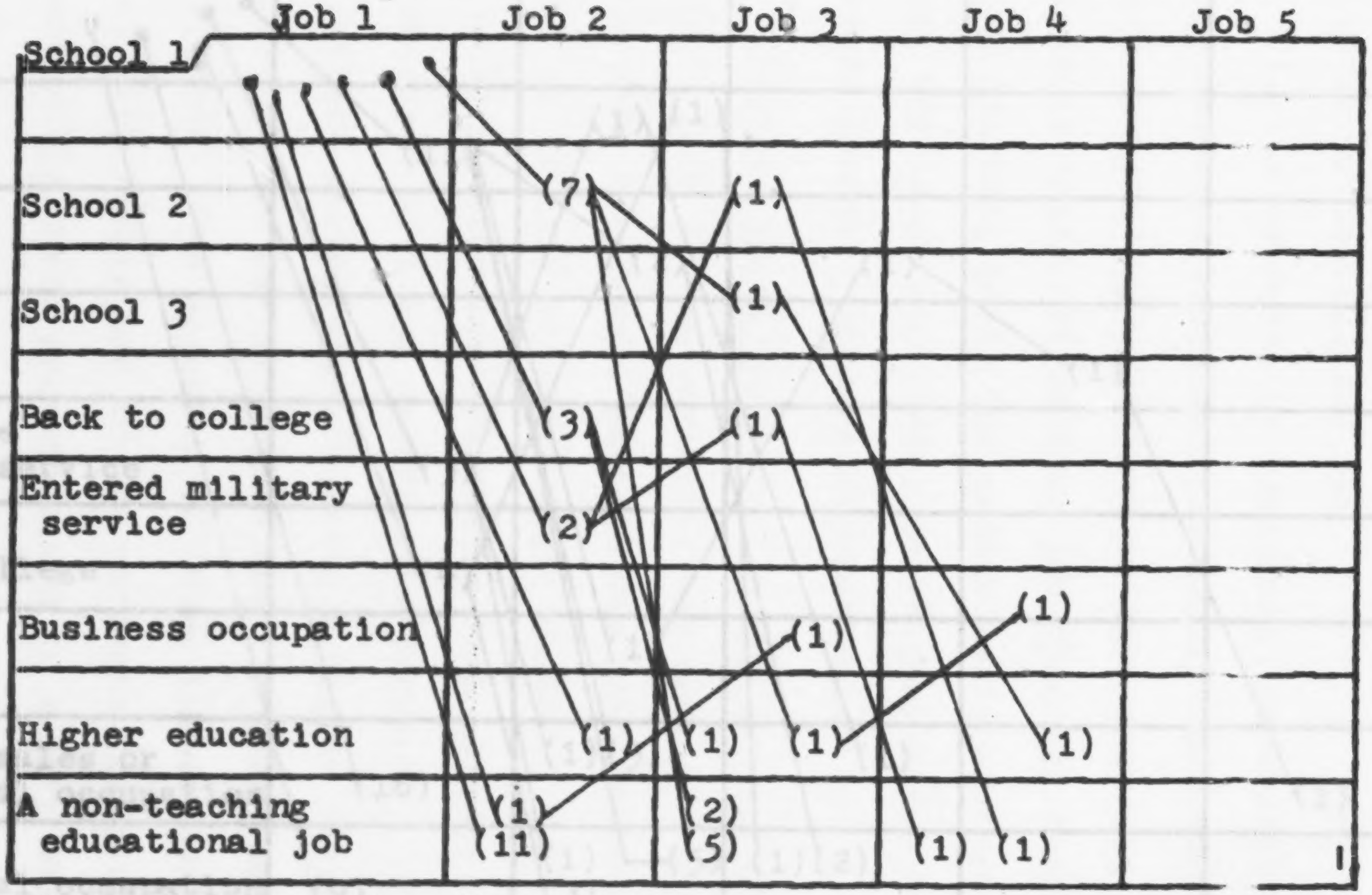

Job 1*
Job 2
Job 3
Job 4
Job 5
School 1
School 2
Business, sales or secretarial job
Return to college
Non-vocational classroom teaching
(3)
(1)
(1)
(2)
(1)
(1)
(1)
(2)
(2)
(1)
(1)

*Numbers within the circles refer to those former vocational teachers who exhibited this type of job.

FIGURE 6. HORIZONTAL CAREER PATTERN

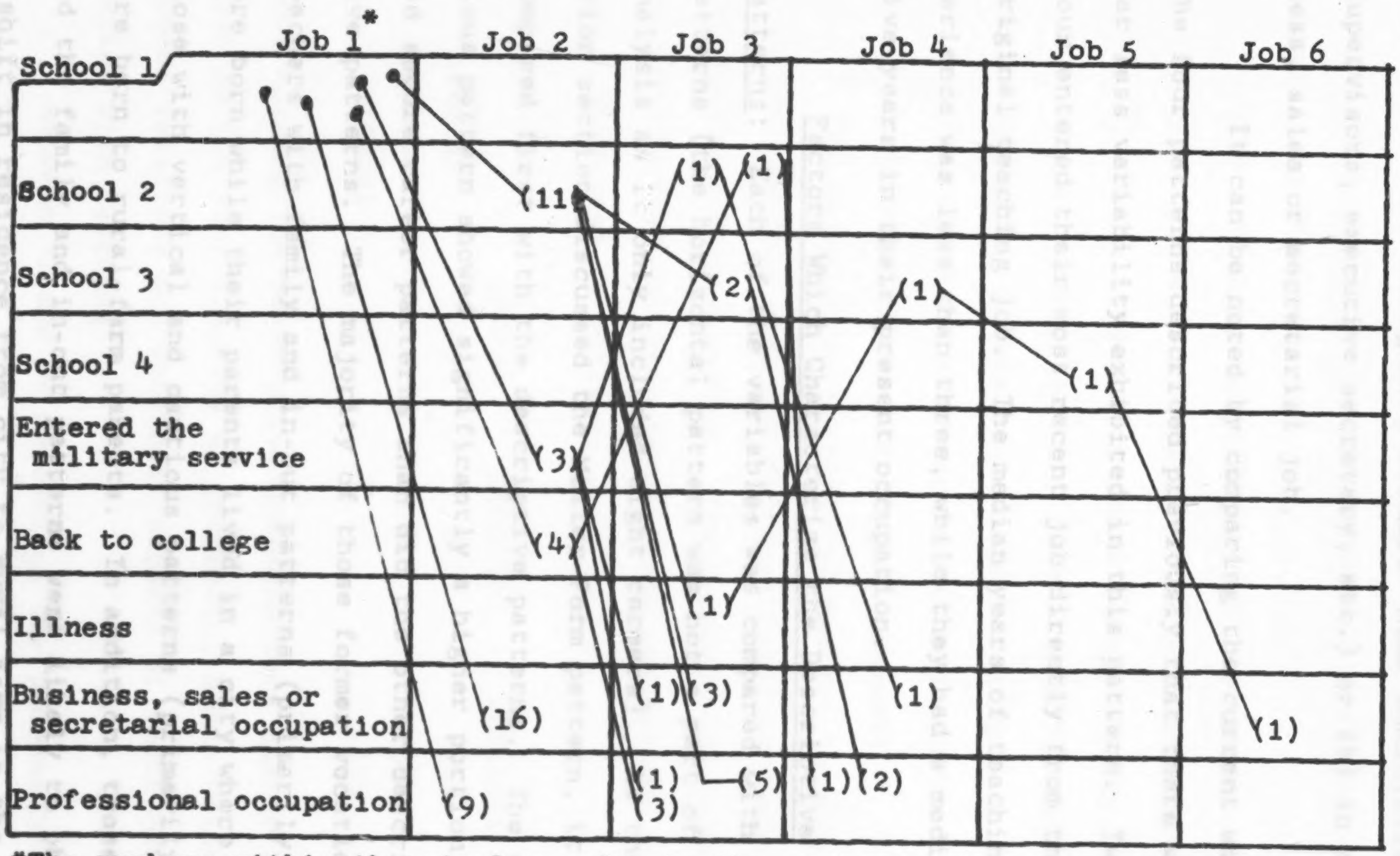
Vertical Pattern: Twenty-five careers of these former vocational teachers were characterized as exhibiting a vertical pattern. A vertical career pattern refers to movement up or down between positions differentiated by their rank in some formal or informal hierarchy. Men, and former vocational agriculture teachers comprised nearly all of this pattern. Most of the movement was from vocational classroom teaching to some administrative post such as high school principal, or school superintendent. However, four were from high school to college teaching. Twenty-one (77 percent) of the 27 former teachers remained in this job after leaving vocational classroom teaching. Figure 7 indicates that three primary routes were used to move vertically in the educational hierarchy of positions. These were: (1) from school one, to administration; (2) from school one, to school two, to administration; and (3) vocational classroom teaching, back to college, to return to school administration. The group had a median of four years of teaching in the vocational classroom before moving up in the educational hierarchy. Further, each former teacher in this pattern had a mode of only two jobs.

Cautious Pattern: The cautious career pattern refers to those persons who sought employment while exhibiting a very limited amount of job movement. Figure 8 illustrates that a total of 43 persons; 36 men and 7 women, displayed this pattern, with nearly all of them having had only two types of occupations; teaching and


Job 1*
Job 2
Job 3
Job 4
Job 5
School 1
School 2
School 3
Back to college
Entered military service
Business occupation
Higher education
A non-teaching educational job
(7)
(3)
(2)
(1)
(11)
(1)
(1)
(1)
(1)
(1)
(1)
(1)
(2)
(5)
(1)
(1)
(1)
(1)
(1)
(1)
1

*The numbers within the circles refer to the number of former vocational teachers who exhibited the type of job.

FIGURE 7. VERTICAL CAREER PATTERN


Job 1*
Job 2
Job 3
Job 4
Job 5
Job 6
School 1
School 2
School 3
School 4
Entered the military service
Back to college
Illness
Business, sales or secretarial occupation
Professional occupation
(11)
(1)
(1)
(2)
(1)
(1)
(3)
(4)
(1)
(16)
(1)
(3)
(1)
(1)
(9)
(1)
(3)
(5)
(1)
(2)

*The numbers within the circles refer to the number of former vocational teachers who exhibited the type of job.

FIGURE 8. CAUTIOUS CAREER PATTERN

their present job. They were currently employed as (a) professional workers (county agricultural agents, home demonstration agents, Farmers' Home Administration Supervisors, executive secretary, etc.) or (b) in a business, sales or secretarial job.

It can be noted by comparing the current with the four patterns described previously that there was far less variability exhibited in this pattern. Twenty-four entered their most recent job directly from their original teaching job. The median years of teaching experience was less than three, while they had a median of five years in their present occupation.

Factors Which Characterize the Descriptive Patterns: Each of the variables was compared with four patterns (the horizontal pattern was not a part of the analysis as it only included eight careers). As the prior section discussed the Miller-Form pattern, it was compared first with the descriptive patterns. The cautious pattern showed significantly a higher portion who had secure career patterns than did the other descriptive patterns. The majority of those former vocational teachers with family and in-out patterns (primarily women) were born while their parents lived in a city where as those with vertical and cautious patterns (primarily men) were born to rural-farm parents. In addition, those who had the family and in-out patterns were likely to observe a shift in residence from city to rural farm in the time span from birth to high school attendance. Sixty-three percent of those who exhibited the cautious pattern and 70 percent of the vertical pattern were of parents who had less than a high school education. The highest percent in this category for the remaining descriptive patterns was 39.

The variables associated with the career choice of the former vocational teachers are presented in Table 17. Those former vocational teachers with family and in-out patterns (primarily women) taught for physical and interpersonal dimensions of the teaching job, while the majority of those with horizontal and cautious patterns (men) taught for interpersonal reasons.

The descriptive patterns of family, in-out, vertical and cautious were not differentiated by their satisfactions with teaching. The correlations between the satisfaction for each descriptive pattern was very high. They were as follows:

	In-out	Vertical	Cautious
Family	.775	.781	.695
In-out	--	.849	.817
Vertical	--	--	.755

Those holding the descriptive patterns were nearly identical on the four clusters of intrinsic, human relations, student relations and extrinsic aspects of their satisfaction with teaching.

Between 52 and 69 percent of the persons holding each pattern decided to become a teacher while in college, but teaching was the first occupational choice for nearly

Table 17. Percentages of Those Former Vocational Teachers Having Descriptive Career Patterns by Variables Associated With Career Choice

		Career Patterns*			
Variables	Choices	Family	In-Out	Vertical	Cautious
Reason for choosing teaching:	Physical	41	47	10	15
	Interpersonal	43	40	65	47
	Intellectual	6	4	15	18
When decision was made to become a teacher:	Before high school graduation	45	38	24	21
	In college	52	58	52	69
Teaching was first occupational choice:	Yes	66	62	64	57
Began college in teacher education:	Yes	59	50	48	42
Have bachelor's degree only:	Yes	46	28	0	19
Completed a master's degree:	Yes	10	27	72	65

*The percentages do not add up to 100 as not all of the choices provided to the respondents are included.

two-thirds of each pattern. Only those with family and in-out patterns (primarily women) did not seek a master's degree. Former teachers who moved out of vocational teaching to other educational employment (vertical pattern) were very likely to have education beyond the bachelor's degree.

The variables associated with the attitudes and conditions for former vocational teachers re-entering vocational teaching are displayed in Table 18. Not all of the items nor all of the choices are included. Only those items and choices which involved the majority of the responses are included. The family oriented and the in-out patterns are quite similar on each of the variables in that the majority of each (a) had a favorable attitude toward re-entering vocational teaching, (b) if re-entering, they would prefer a classroom teaching position, (c) would prefer a combination of in-service education courses, (d) were never supervised by a vocational supervisor while teaching, (e) would want the same amount of supervision if they re-entered vocational teaching, and (f) would want to be paid on the same level as present vocational teachers. Those with vertical and cautious descriptive career patterns (primarily men) were very much like each other but quite different from the family and in-out patterns (primarily women). Less than 50 percent of the vertical and cautious career pattern holders had a favorable attitude toward re-entering vocational teaching with nearly one-third of these groups stating

Table 18. Percentages of Those Former Vocational Teachers Having Descriptive Career Patterns by Variables Associated With Their Attitude Toward Re-Entering Vocational Teaching

Variables	Alternatives	Career Patterns*			
		Family	In-Out	Vertical	Cautious
Attitude toward re-entry:	Favorable	64	62	48	38
Basis for re-entry:	Full-time	33	40	41	34
	Part-time, evenings	58	50	29	38
	Not at all	9	10	30	28
Type of position desired:	Classroom	91	74	33	44
	Vocational guidance	3	12	28	11
Re-fresher courses needed:	None	13	17	24	26
	Methods	4	0	0	0
	Technical subject matter	35	33	60	46
	Checked more than one	46	39	8	13
Amount of supervision wanted:	Same as when teaching	68	77	64	58
	Less than when teaching	5	3	18	14
	More than when teaching	27	20	18	28
Amount of supervision received when teaching:	None	62	55	37	28
	Twice a year	33	34	58	61

Table 18 Con't.

Variables	Alternatives	Career Patterns* Family	In-Out	Vertical	Cautious
Pay desired if re-entered:	Equal to present job	2	6	41	49
	More than present job	14	24	54	37
	Equal to pay of present vocational teachers	84	70	5	7

*The percentages do not add up to 100 as all of the alternatives provided to the respondent are not included. Only those checked most often are included.

that they would not consider re-entering vocational teaching on any basis. The other major differences were that those holding the vertical and cautious careers indicate a need only for technical subject matter re-fresher courses and would expect compensation equal to their present job if they re-entered vocational teaching.

The social status of an occupation, as has been pointed out previously, is a significant variable in any occupational analysis. The following data shows how the former vocational teachers who exhibited the various descriptive career patterns perceived their teaching social status compared to that of their parents:

	Percentages		
	Below	Equal	Above
	Status of Parents		
Family Pattern	18	47	35
In-out Pattern	13	45	42
Vertical Pattern	0	33	67
Cautious Pattern	5	37	58

Clearly these data illustrate that those former vocational teachers who had the vertical and cautious career patterns viewed their social status significantly higher than that of their parents.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND HYPOTHESES FOR FUTURE RESEARCH

It was the purpose of this study to discern those factors which contributed to the career development of a selected group of former vocational teachers through an analysis of their career patterns and to attain their attitude toward re-entering vocational teaching. The former vocational teachers were persons who graduated from Michigan State University in 1952, 1956, 1958, 1960 and 1961 qualified to teach either agriculture, business or home economics; who began to teach immediately after graduation; who acquired one or more years of teaching experience and who were not teaching in the fall of 1965.

A questionnaire concerning eight types of information which had been shown to be a factor affecting other types of careers was developed. The types of information sought were: (1) background information such as parents education, and type of work; (2) career choice; (3) educational attainment; (4) employment history; (5) teaching satisfactions; (6) work values; (7) social status and mobility; and (8) attitude toward re-entering vocational teaching.

The questionnaires were mailed to the respondents in the fall of 1965; enabling the researcher to account for 93 percent of all of those who graduated during the selected years, as well as to account for 88 percent of those who had teaching experience. Data were placed on machine cards and analyzed using computer programs. The analyses included the use of chi-square, means, percentages, the Kruskal-Wallis One Way Analysis Model, Spearman Rank Correlation Coefficient and the Miller-Form Career Pattern Paradigm.

Summary of Findings

Background Information: The former vocational teachers were born to rural-farm or city parents. Former agriculture teachers were born to parents who were rural-farm residents; former home economics teachers to parents whose residence was rural-farm, rural non-farm and suburban; and the former business teachers' parents were city or suburban residents. A general shift occurred from city to rural-farm for over one-fourth of the former agriculture teachers during the time span from birth to high school attendance. A shift also took place for a small number of former home economics teachers from city to rural non-farm. Former business teachers exhibited no shift at all as they attended high school in cities.

Mothers of the former vocational teachers had a median education level of 12 years which was one year higher than the educational level of the fathers.

Parents of former home economics teachers expressed the highest level of educational attainment and the parents of the former vocational agricultural teachers possessed the lowest level of educational attainment. Nearly two-thirds of the former teachers' parents were blue collar workers. The father's primary work for the three groups may be characterized as follows: former business teachers, white collar; former home economics teachers, equally divided between white and blue collar; and the former agriculture teachers, blue collar.

Employment History: Twenty-seven percent of these 205 former vocational teachers who started to teach immediately after college graduation had exited at the end of their first year of teaching; 50 percent had exited by the end of two years of teaching, 62 percent after three years of teaching, 74 percent the fourth year, 83 percent the fifth, etc. Note the numerical progression involved:

	Accumulative Percent
Year 1 = 1/4	.250
Year 2 = 1/4	.500
Year 3 = 1/8	.625
Year 4 = 1/8	.750
Year 5 = 1/8	.812
Year 6 = 1/16	.875
Year 7 = 1/16	.937

The peak exit rate for both business and home economics teachers occurs at the end of two years of teaching, while it occurs at the end of four years of teaching for former agriculture teachers. The majority of the former vocational teachers obtained all of their teaching experience in one school and 91 percent had experiences in no more than two schools.

After the first two years the former vocational teachers are reported taking the following employment in rank order as they exited: homemaking, non-vocational classroom teaching; business, sales and secretarial jobs; professional jobs; school administration; and return to college.

The final rank order of jobs taken as this group of former teachers exited vocational classroom teaching was: homemaking; business, sales and secretarial; professional; school administration; non-vocational classroom teaching; back to college; and military. The 1965 jobs held are in the same rank order, except that the professional category moves from third to fifth, while the categories back to college and military are eliminated.

The following observations were made about the respective exit rates and jobs taken for former agriculture, business and home economics teachers:

1. The exit for home economics teachers occurred earlier in their careers than it did in the careers of agriculture and business teachers.

2. The exit rate for business teachers was similar to that of the home economics teachers but occurred somewhat later.

3. The exit rate for agriculture teachers occurred at a slower rate than either home economics or business teachers.

4. About three-fourths of the former home economics teachers had exited by the end of their third year of teaching. This exit rate was reached by the business teachers at the end of their fourth year of teaching and by agriculture teachers during the sixth year of teaching.

5. Most home economics teachers exited to become homemakers.

6. Business teachers distributed themselves among business, sales or secretarial jobs; homemaking; or non-vocational classroom teaching as they exited. The variety of occupations that they entered was limited.

7. Most former agriculture teachers entered school administration; business, sales or secretarial work; and professional jobs. They, in general, entered a wider range of occupations than did the former home economics and business teachers.

Career Choice and Educational History: Nearly all of the former vocational teachers chose teaching as an occupation for the rewards that it would offer them. The two primary sources of those rewards were physical and interpersonal. A much lower percent of the former business teachers chose teaching for the interpersonal rewards than did the former agriculture and home economics teachers. Forty-eight percent of the former business teachers chose teaching for the physical dimension of the job while this percentage was 17 and 31, respectively, for the former agriculture and home economics teachers.

There was some tendency for those former teachers whose parents had some education beyond high school to choose teaching for the physical rewards and those whose parents had less than a high school education to choose teaching for the interpersonal rewards.

Teaching was the first occupational choice for 63 percent of the group but only one-third of the former vocational teachers had decided to become a teacher by high school graduation. This was true for one-fourth of the men and 50 percent of the women. Fifty-four percent of the former home economics teachers, 24 percent of the former agriculture teachers and only 15 percent of the former business teachers had decided to become teachers by high school graduation. Former home economics teachers entered teacher education programs earlier than did former agriculture and business teachers.

The majority of the former vocational teachers acquired some education beyond the bachelor's degree and 29 percent completed a master's degree with the former agriculture teachers seeking this education earlier than the other two groups.

Work Values: Former vocational teachers were characterized as having high self-expression and people-oriented, ideal job values and much lower extrinsic and other values. Former agriculture and home economics teachers had similar and high self-expression and people-oriented values and low extrinsic and other values. Former business teachers had much higher extrinsic ideal job values. The former vocational teachers indicated that their people-oriented and self-expression ideal job values could be met in teaching, but their extrinsic and other values could not.

Attitude Toward Re-entering Vocational Teaching: A positive attitude toward re-entering vocational education was held by 55 percent of the former vocational teachers. Thirty-three percent of the former vocational teachers indicated that they would consider re-entering vocational teaching on a full-time basis, 49 percent on some part-time basis, while only 18 percent would not re-enter on any basis. Former home economics and business teachers are much more willing to re-enter than are former agriculture teachers.

Nearly all of the respondents would prefer a classroom position if they re-entered vocational teaching. Forty-two percent of the former vocational teachers indicated that they would need technical subject matter courses if they re-entered, while 18 percent thought they would not need any type of in-service, refresher courses. About half of the respondents were never supervised by a vocational supervisor and the other half were supervised about two times a year. Eighty-one percent of the former agriculture teachers, 52 percent of the former home economics teachers, but only 15 percent of the business teachers were ever supervised by a vocational supervisor. In spite of the acknowledgement of such little supervision, nearly two-thirds of all respondents would want the same amount of supervision if they re-entered vocational teaching.

If they re-entered vocational teaching, former women vocational teachers would expect to be paid at a rate equal to present vocational teachers, and men would want pay equal to their present job.

Social Status and Mobility: The lower the educational level of his parents the higher the former vocational teacher perceived his social status as a teacher. The same relationship was exhibited for respondents of blue collar families, and rural residence during their formative years. The socio-economic status of those former vocational teachers who stayed in the job market as they exited teaching was not sex related. Educational attainment of the former teachers was related to their climbing in socio-economic status as they exited teaching.

Factors Related to the Miller-Form Career Patterns: Those former vocational teachers who chose teaching for the interpersonal dimension of the occupation were equally likely to have a secure or an insecure career pattern, while those who chose teaching for the intellectual aspects exhibited a secure career pattern. The later the respondent decided to become a teacher (up to the third year of college) the more likely his career pattern would be characterized as secure. Former teachers with insecure career patterns were more likely to seek education beyond the bachelor's degree.

A significantly higher percent of those with insecure career patterns left vocational classroom teaching to return to college and the teaching load was given as a reason for exit by those with secure careers. None of the other reasons given for leaving vocational teaching was differentiatable by secure or insecure career pattern analysis. Nor did any of the ideal job values differentiate between the secure and the insecure patterns. Three sets of ideal job values could be met in teaching (self-expression, people-oriented and other), but the fourth set (extrinsic values) could not be met in teaching, especially the item of earning a great deal of money.

Those careerists with insecure patterns were twice as likely to have a positive attitude toward re-entering vocational education as were those holding the secure patterns. The most favorable re-entry attitude was possessed by those who had entered a secure phase of their career at one time but had recently (and currently) given up that job and had entered the trial phase on another job. This is insecure pattern, type 12.

Those with insecure career patterns would re-enter vocational teaching on a full-time basis and those with secure patterns would likely re-enter on a part-time basis, if at all. The insecure careerist was likely to indicate that he needed no refresher type courses if he re-entered vocational teaching. Former vocational teachers with secure career patterns would want pay equal to their present job, and the insecure careerists would want to be paid more than his present job.

The insecure careerist perceived his teaching social status as being higher than that of his parents, while the secure careerist viewed it as equal to or above his parents. The job taken as persons exit vocational teaching was likely to be higher than teaching in socio-economic status, if those persons had had an insecure career pattern.

Factors Related to the Descriptive Career Patterns: The majority of those former vocational teachers with family and in-out career patterns were born while their parents lived in a city and the vertical and cautious career pattern holders were born to rural-farm parents. Nearly two-thirds of those with a cautious career pattern had parents of less than high school education. Those former vocational teachers with family and in-out patterns (primarily women) chose teaching as an occupation for the physical and interpersonal dimensions, while the majority of those with vertical and cautious career patterns (primarily men) taught for the interpersonal dimensions of teaching. Only half of the persons characterized as having a family pattern, but 69 percent of the cautious careerists, decided to become a teacher while in college. The holders of vertical and cautious career patterns obtained a master's degree.

Those who exhibited vertical and cautious career patterns did not possess a positive attitude toward reentering vocational education. Family and in-out career pattern holders would re-enter vocational teaching;

would prefer a combination of in-service, refresher courses; and would want to be paid on the same level as present vocational teachers. Those former vocational teachers who disclosed vertical and cautious career patterns perceived their social status as a teacher to be quite a bit higher than that of their parents.

Conclusions

The following conclusions were drawn from the analysis and presentation of career pattern data of a selected group of 205 former vocational teachers.

1. The career choice for former vocational teachers was like the career choice of teachers in general as:
    a. Former women vocational teachers decided to become a teacher somewhat earlier than did the men.
    b. The majority of the former vocational teachers did not decide to become teachers until after college entrance.
2. Nearly all of the women were family rather than education oriented.
3. As they exited, former vocational teachers who were not family oriented, tended to select occupations that were similar to their teaching subject matter area.
4. Women who were going to exit vocational teaching did so earlier than did men.
5. College seemed to operate as one route out of vocational teaching.

6. Advanced education tended to recruit vocational teachers out of classroom teaching.

7. The reasons that former vocational teachers gave for choosing teaching influenced their career pattern.

   a. Those who chose teaching for the interpersonal reasons were likely to teach longer before exit, were exhibiting both secure and insecure careers, and were likely to exit vocational teaching for non-vocational educational employment.

   b. Former vocational teachers who chose teaching for its intellectual dimensions exhibited secure career patterns.

8. Parental backgrounds were associated with the career pattern of the former vocational teachers.

   a. The higher the educational attainment of the parents, the more likely that the former vocational teacher would select teaching for its physical rewards.

   b. Former vocational teachers with residence in rural farm and rural non-farm areas in their formative years and those with less parental educational attainment exhibited cautiousness as they moved through and out of education.

9. Men were more likely than women to seek education beyond the bachelor's degree.

10. Extrinsic work values were higher for the former business teachers.

11. Former vocational teachers were likely to have a positive attitude toward a consideration of re-entering vocational teaching if:

a. they were former business or home economics teachers.

b. their career patterns were characterized as insecure by the Miller-Form Paradigm or as family or in-out career patterns by the descriptive approach.

12. Those former vocational teachers possessing a negative attitude toward re-entering were likely to:

a. be former vocational agriculture teachers.

b. have low parental social status and low parental educational attainment.

c. be characterized as having a vertical or cautious career pattern.

13. The basis for re-entering vocational teaching was:

a. full-time for those possessing insecure career patterns.

b. part-time for the secure career pattern holders.

14. Those former vocational teachers with insecure career patterns may be characterized as being social climbers. Their families exhibited less than average middle class attributes and they tended to climb in social status as they exited vocational teaching.

15. The critical choice points in the careers of former agriculture teachers seemed to occur during year

four. This point was reached nearly two years earlier in the careers of former business and home economics teachers.

Implications for Vocational Teacher Education

These implications are drawn from findings from data gathered only from former vocational teachers. Thus, these findings cannot be generalized as being representative of all persons who chose to become identified with vocational education. There are two areas in which implications may be suggested for vocational teacher education. These are recruitment and in-service programs.

It would appear that career information literature would need to be designed to reflect the specific field of vocational teaching and/or a specific geographic region. It was observed that business teachers taught for reasons that were classified as being different from those reasons given by agriculture and home economics teachers. Also former vocational teachers with an urban orientation gave reasons for teaching that were different from those reasons given by persons with a rural orientation.

Another aspect having implications for recruitment was the time at which persons decided to become teachers. Recruitment literature, career programs, and other efforts to inform persons about the occupation of teaching are currently oriented towards high-school youth. Yet a large percent of the former vocational teachers did not decide to become teachers until after college enrollment. Thus, efforts to inform college youth of teaching opportunities in vocational education need to be explored. A review of the data suggested that these efforts should be directed towards second-year students and need to be different for men and women.

Can former vocational teachers be recruited back into vocational teaching? It would appear that those former vocational teachers who were family oriented and those who were classified as having insecure career patterns are the groups that might be receptive to being recruited back into vocational teaching. Large groups of the other former vocational teachers could be regarded as potential part-time staff for vocational programs. However, the researcher was left with the impression that few former vocational teachers were aware of the recent changes that had taken place in vocational education. It is suggested, therefore, that those former vocational teachers who had secure career patterns could be approached about returning to vocational education on a full-time basis if the approach is preceded by or synchronized with information about the present status of vocational education.

The peak exit rate was observed to occur during year two for business and home economics teachers but not until year four for agriculture teachers. Currently, agriculture teacher educators have a more extensive program of follow-up for their teachers than do business or home economics teacher educators. Does this account for the difference in peak exit rates? Data from this study could not provide an answer to such a question. Analysis of the data for the current study did, however, suggest that the later peak in exit rates for agriculture teachers could probably be attributed to their background. The former agriculture teachers had a background that included: (1) a rural orientation, (2) paternal work that was classified as blue collar, and (3) low parental educational attainment.

It is suggested that the in-service program provided by vocational teacher educators needs to be maximized during the peak exit years for the respective areas of vocational education. Home economics teacher educators would probably find it advantageous to improve the time that home economics teachers spend on school duties (assuming that dissatisfaction with this area of teaching contributed to teacher exit). Business and agriculture teacher educators would probably find it helpful if means could be found in the in-service program to encourage their respective teachers to remain in teaching though they see their teaching future threatened by the peak salary that they could attain in teaching. This may be easier for agriculture than for business teacher educators. It may be recalled that former agriculture teachers chose teaching for its interpersonal dimensions, while former business teachers chose teaching for its physical dimensions. Agriculture teachers may respond to letters of "commendation" which accent their progress and achievements in working with youth. All vocational teacher educators need to be aware in planning their in-service programs that the recent college graduates tended to be more dissatisfied with the extrinsic factors of teaching than were those vocational education graduates of 1952 and 1956.

Hypotheses for Future Research

A number of hypotheses for future research were derived from the study. These hypotheses are comprehensive and when operationalized should provide the directions for continued research efforts concerning the careers of vocational teachers. This series of research hypotheses are:

Hypothesis 1. Teachers of agriculture, business, home economics, and industrial education are in agreement as to the type of teacher they are. They agree that they are, in order; (a) teachers in general, (b) vocational teachers, (c) teachers in their respective subject areas.

Hypothesis 2. There is a "style of life" which influences career orientations of vocational teachers.

Hypothesis 3. The differences among the teachers of vocational education can be attributed to factors comprising a "style of life" rather than to an identification with a specific subject area.

Hypothesis 4. The elements contributing to a general "style of life" are factors such as geographical background, parental education, type of parental work and family social status.

Hypothesis 5. A "style of life" is influential for vocational teachers prior to the employment as a teacher.

Hypothesis 6. Former vocational teachers with an urban orientation: (a) are more receptive to returning to vocational education than are those with a rural orientation; (b) have a history of more frequent job changes than those with a rural orientation; and (c) are the group most likely to be recruited back as vocational teachers.

Hypothesis 7. The differences among peak exit rates for the respective areas of vocational education may be attirubuted to the types of in-service teacher education programs presently existing in the respective areas of vocational education.

Hypothesis 8. The peak exit rates of vocational teachers may be manipulated to result in some of the leavers remaining longer in vocational classrooms.

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APPENDICES

APPENDIX A

CAREER INFORMATION OF FORMER VOCATIONAL TEACHERS

Name ____________________ **Age** __________

Address ____________________ Telephone Number __________

____________________ Year of High School Graduation __________

Please indicate where your parents were living when you were born.

☐-Rural farm ☐-Rural non-farm ☐-City ☐-Suburban ☐-Other__________

Where were you living when you attended high school?

☐-Rural farm ☐-Rural non-farm ☐-City ☐-Suburban ☐-Other__________

Please circle the number that indicates the highest grade in school completed by your parents

Father: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 16-plus

Mother: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 16-plus

What level were you in school when you definitely decided to become a teacher?

☐-Grade 6 or before
☐-In grades 7 - 10
☐-In grades 11 - 12
☐-After high school but before college
☐-In college before third year
☐-After college

Was teaching your first occupational choice? ☐-Yes ☐-No

How would you classify your father's primary work (please indicate one)?

☐-White collar ☐-Blue collar

Did you start your college work in a curriculum that led to teacher certification?

☐-Yes
☐-No If No: When did you change to an education curriculum?
☐-During first year of college
☐-During second year of college
☐-During third year of college
☐-During fourth year of college
☐-After receiving degree in another field
☐-Other (please specify)____________________

Please check the item that best describes your attitude toward your social status while you were a teacher compared to that of your parents.

☐-My status as a teacher was QUITE A BIT LESS than the status of my parents
☐ My status as a teacher was SOMEWHAT LESS than the status of my parents
☐-My status as a teacher was ABOUT EQUAL TO that of my parents
☐-My status as a teacher was SOMEWHAT HIGHER than the status of my parents
☐-My status as a teacher was QUITE A BIT HIGHER than the status of my parents

Choose and complete the statements that best describe your college work beyond the Bachelor's degree. (you may check more than one)

☐-Did not take courses beyond the Bachelor's degree.
☐-Started a Masters program before end of first year of teaching
☐-Started a Masters program after ________ years of teaching
☐-Completed a Masters program
☐-Earned ________ Qtr. Hours credit beyond the Masters degree
☐-Masters program was not in education but in ____________________.

Your satisfactions with the various aspects of your past teaching positions in general. Please write the code number which best expresses your feelings about each item in the space to the left of that item.

4 - VERY SATISFACTORY - aspect of my teaching positions in general
3 - FAIRLY SATISFACTORY - aspect of my teaching positions in general
2 - UNSATISFACTORY - aspect of my teaching positions in general
1 - VERY SATISFACTORY - aspect of my teaching positions in general

☐-Adequacy of school, equipment, supplies, etc.
☐-Salary
☐-Maximum salary for classroom teachers
☐-Time needed to reach the peak salary for fully qualified teachers
☐-Your relations with your students
☐-Your teaching load
☐-Non teaching responsibilities
☐-Total time spent on school duties; after school, weekends, evenings, etc.
☐-Helpfulness of supervision received
☐-Your relations with parents
☐-Pupil discipline
☐-Provisions for fringe benefits such as sick leave, retirement, etc.
☐-The degree of interest shown by your students
☐-General community attitude toward teachers
☐-Teaching as a whole (except salary)
☐-The ability of students in your classes compared with schools' average
☐-Your relations with your fellow teachers
☐-The future employment possibilities of your students
☐-The future for you as a classroom teacher
☐-Amount of paper work, reports, forms, etc. that were required
☐-Professional attitude of your fellow teachers

To the best of your memory why did you want to become a teacher: ____________________

____

(OVER)

Please list in chronological order ALL of your major work and educational experiences since you graduated from high school. Include college attendance; military service; other full time employment; years as a full-time homemaker, etc. PLEASE ACCOUNT FOR EVERY YEAR AND EACH MAJOR WORK EXPERIENCE SINCE YOU GRADUATED FROM HIGH SCHOOL.

DATES	WHERE EMPLOYED	TYPE OF JOB	REASON FOR JOB CHANGE	Classification of high school (AA, A, B, etc.)
DID	YOU INCLUDE YOUR	PRESENT JOB?		

Choose the statements that best describe your participation in professional teacher organizations while you were teaching.

PROFESSIONAL TEACHER ORGANIZATIONS

General			Vocational		
National	State	Local	National	State	
___	___	___	___	___	I was not a member of professional teacher organizations
___	___	___	___	___	I was a member only
___	___	___	___	___	I was a member and occasionally attended meetings
___	___	___	___	___	I was a member and regularly attended meetings
___	___	___	___	___	I was a member/attended meetings/and worked on committees
___	___	___	___	___	I was an officer in a professional teacher organization

As you read this list, consider to what extent ANY JOB OR CAREER would have to satisfy each of these requirements before YOU could consider it IDEAL. Indicate your thought by checking the appropriate box to the left of the item.

YOUR IDEAL JOB REQUIREMENT:

HIGH	MEDIUM	LOW		Is this statement descriptive of teaching? Yes	No
☐	☐	☐	A. Provide an opportunity to use my special talents and aptitudes	☐	☐
☐	☐	☐	B. Provides me with a chance to earn a good deal of money	☐	☐
☐	☐	☐	C. Permit me to be creative and original	☐	☐
☐	☐	☐	D. Give me an opportunity to work with people rather than things	☐	☐
☐	☐	☐	E. Give me special status and prestige	☐	☐
☐	☐	☐	F. Enable me to look forward to a stable secure future	☐	☐
☐	☐	☐	G. Give me a chance to exercise leadership	☐	☐
☐	☐	☐	H. Provide me with adventure	☐	☐
☐	☐	☐	I. Give me an opportunity to be helpful to others	☐	☐
☐	☐	☐	J. Leave me relative free of supervision by others	☐	☐

Now please go back and indicate if the item is descriptive of teaching by checking the space to the RIGHT of each item.

If approached, would you consider re-entering vocational teaching? (choose only one item in each column)

☐-Definitely Yes
☐-Probably Yes
☐-Probably No
☐-Definitely No

☐-On a full-time basis
☐-Part time, evenings only
☐-Part time, days only
☐-Part time but recurring (Ex: one hour a day or evening for a semester)
☐-Part time, but irregular (Ex: one or more hours a day for a week or two)
☐-Other (please specify) ______________________.
☐-Not at all

With the limitations that you stated in the above question, what type of positions would you consider? (Please indicate your first and second choices)

☐-Classroom teaching
☐-Local director of vocational education
☐-Vocational guidance
☐-Supervision
☐-Vocational coordinator
☐-State consultant
☐-Other (please specify) ______________________
______________________.

Choose one or more of the statements that best describe your attitude towards your need for refresher type courses if you re-entered teaching.

☐-None would be needed
☐-Methods of teaching
☐-Technical subject matter
☐-Growth and development of students
☐-Philosophy and foundations of education
☐-Other (please specify) ______________________
______________________.

How often were you supervised by a vocational supervisor (not the high school principal or general supervisor) while you were teaching?

☐-Never
☐-About 2 times a year
☐-About 4-6 times a year
☐-About once a month
☐-Other (Please specify) ______________________

How much supervision would you want if you re-entered vocational teaching?

☐-The same as when teaching
☐-Less than when teaching
☐-More than when teaching

How much would you want to be paid if you re-entered vocational teaching?

☐-Equal to the pay of present job
☐-More than present job
☐-Less than present job
☐-Equal to that of present vocational teachers.

APPENDIX B

COVER LETTER SENT AT FIRST MAILING

I am conducting a study in analyze the careers of a selected group of former vocational teachers and I seek your cooperation.

I have examined the records at Michigan State University and at the Michigan Department of Education and have concluded that:

(1) you graduated from Michigan State University qualified to teach Agricultural, Business or Home Economics Education,

(2) you started to teach in an Agricultural, Business or Home Economics Education program, and

(3) you are not now a classroom teacher in the area of your undergraduate specialization.

Would you please cooperate with the study by completing the enclosed form? Space for you to check your response is provided with each statement. In several instances you are requested to write in your own choice, if the choices provided are not adequate. The job history asks you to recall some rather specific information, so try to be as accurate and complete as possible. Your response will be kept in strict confidence. It will be punched on machine cards by code and personal responses will not be identified.

The primary purpose of the study is to seek a better understanding of the factors that affect the careers of vocational teachers. We are firmly convinced that the experiences of former vocational teachers can tell us a great deal about the notion of a career in vocational teaching.

Please return the form by October 29th in the enclosed, stamped envelope. Thank you for your time and thoughtfulness in completing and returning the form. I look forward to your response.

Sincerely,

John F. Thompson
Assistant Instructor

Enc.

APPENDIX C

FIRST FOLLOW-UP LETTER

To: Former Senior High School Agriculture, Business and Home Economics Teachers

Subject: Questionnaire Seeking Career Information

I am conducting a study to analyze the careers of a selected group of former vocational teachers. I mailed a letter to you on October 18th explaining the purpose of the study and a copy of the questionnaire. As of this morning (Wednesday, November 3), I have not received a completed questionnaire from you.

If you did not teach after graduation or if you are now still teaching either agriculture, business or home economics in senior high, would you be kind enough to send a note giving me that information. I am enclosing another copy of the questionnaire and another stamped envelope for your convenience. Please return the form by November 17th. Thank you for your time and thoughtfulness in completing and returning the questionnaire.

Sincerely yours,

John F. Thompson
Assistant Instructor

JFT:hh

Enclosures

APPENDIX D

SECOND FOLLOW-UP LETTER

To: Former Senior High School Agriculture, Business and Home Economics Teachers

Subject: Questionnaire Seeking Career Information

I am writing to you this third time concerning the study that I am conducting which seeks to analyze the careers of former vocational teachers. My letter of October 18 explains the purposes of this study and another was sent to you on November 3rd as a reminder. As of this morning (Friday, November 19) I have not received a return questionnaire from you.

I am aware of a large variety of valid reasons that you may have for not returning the questionnaire. If you did not teach after graduation, or if you are currently teaching either agriculture, business, or home economics in senior high, just send me a note explaining this so that I will not bother you with another letter. If you are a former teacher, please fill out and return the questionnaire. Of course, I have enclosed another copy of the questionnaire and stamped envelope for your convenience. Please return the form by December 2nd.

Thank you for your consideration of this matter.

Sincerely,

John F. Thompson
Assistant Instructor

JFT:hh

Enclosures - 2

APPENDIX E

BASIC CAREER DATA ON FORMER VOCATIONAL TEACHERS

--------------------53 careers-------------------------------
---------------112 careers----------------
----------152 careers-----------
-----181 careers------
---205 careers---

Disposition	Began	Years After Starting to Teach												
		01	02	03	04	05	06	07	08	09	10	11	12	13
Began	205													
Teaching same school		116	59	35	23	9	7	3	2	2	2	2	0	0
Teaching different school		33	44	42	31	21	14	8	4	3	1	2	1	0
School administration		0	6	9	12	19	16	16	14	15	11	10	11	11
Homemaking		23	46	61	71	81	70	74	52	54	17	18	18	19
Business, secretar. or sales		11	13	16	24	19	17	19	14	15	12	11	13	13
Professional		3	10	14	19	13	11	14	8	7	3	3	3	3
Farming		0	1	1	1	1	0	0	0	0	0	0	0	0
Self-employed		0	0	0	0	1	1	1	1	1	0	0	0	0
Service occupation		1	0	1	1	0	0	1	2	2	2	2	2	2
Higher education/non-teaching		1	1	0	0	0	1	1	1	1	1	1	1	1
Teaching higher education		0	0	0	2	2	2	2	2	2	0	0	0	0
Back to college		4	4	6	4	2	1	1	1	0	0	0	0	0
Health occupations		0	1	1	1	1	1	1	0	0	0	0	0	0
Teaching non-vocational		6	13	14	23	9	7	7	9	8	5	4	4	4
Military		4	3	2	0	0	0	0	0	0	0	0	0	0
Several jobs in one year		0	1	0	0	0	0	0	0	0	0	0	0	0
Freelancing		0	0	0	0	1	1	2	2	2	0	0	0	0
Illness		0	1	1	0	0	0	0	0	0	0	0	0	0
Church		0	0	0	1	0	0	0	0	0	0	0	0	0
Travel		1	0	0	0	0	0	0	0	0	0	0	0	0
Not ascertained		2	2	2	2	0	0	0	0	0	0	0	0	0

APPENDIX E-1

BASIC CAREER DATA ON FORMER VOCATIONAL AGRICULTURE TEACHERS

---------------------29 careers-------------------------------

----------------42 careers----------------

-----------55 careers-----------

------61 careers------

----71 careers---

Disposition	Began	Years After Starting to Teach												
		01	02	03	04	05	06	07	08	09	10	11	12	13
Began	71													
Teaching same school		48	30	20	12	4	3	3	2	2	2	2	0	0
Teaching different school		9	14	16	14	11	6	3	2	2	1	1	0	0
School administration		0	5	7	9	16	16	15	14	14	10	10	11	11
Homemaking		0	0	0	0	0	0	0	0	0	0	0	0	0
Business, secretar. or sales		4	5	7	13	12	12	14	10	10	10	9	11	11
Professional		2	7	10	14	10	9	11	6	6	2	2	2	2
Farming		0	1	1	1	1	1	0	0	0	0	0	0	0
Self-employed		0	0	0	0	1	1	1	1	1	0	0	0	0
Service occupation		0	0	0	0	0	0	1	2	2	2	2	2	2
Teaching higher education		0	0	0	0	0	1	1	1	0	0	0	0	0
Higher education non/teaching		1	1	0	0	0	2	2	1	1	1	1	1	1
Back to college		3	3	4	4	2	1	0	0	0	0	0	0	0
Teaching non-vocational		0	0	2	2	2	3	4	4	4	1	2	2	2
Military		3	3	2	0	0	0	0	0	0	0	0	0	0
Illness		0	1	1	0	0	0	0	0	0	0	0	0	0
Church		0	0	0	1	0	0	0	0	0	0	0	0	0
Not ascertained		1	1	1	1	0	0	0	0	0	0	0	0	0

APPENDIX E-2

BASIC CAREER DATA ON FORMER VOCATIONAL BUSINESS TEACHERS

		----------------------3 careers--------------------------------												
		----------------21 careers----------------												
		-----------30 careers-----------												
		------36 careers------												
		----41 careers---												
		Years After Starting to Teach												
Disposition	Began	01	02	03	04	05	06	07	08	09	10	11	12	13
Began	41													
Teaching same school		22	13	8	5	2	2	3	0	0	0	0	0	0
Teaching different school		7	8	7	6	4	4	3	0	1	0	0	0	0
School administration		0	0	1	1	1	0	0	0	0	0	0	0	0
Homemaking		3	8	12	16	19	17	18	14	14	1	1	1	1
Business, secretar. or sales		2	4	6	7	6	5	4	4	5	2	2	2	2
Professional		0	0	0	0	0	0	1	1	0	0	0	0	0
Return to college		0	0	0	0	0	0	0	0	0	0	0	0	0
Teaching non-vocational		4	7	6	5	3	2	1	2	1	0	0	0	0
Military		1	0	0	0	0	0	0	0	0	0	0	0	0
Travel		1	0	0	0	0	0	0	0	0	0	0	0	0
Not ascertained		1	1	1	1	0	0	0	0	0	0	0	0	0

APPENDIX E-3

BASIC CAREER DATA ON FORMER HOME ECONOMICS VOCATIONAL TEACHERS

---------------------21 careers-------------------------------

----------------49 careers----------------

-----------67 careers-----------

------84 careers------

----93 careers---

Disposition	Began	Years After Starting to Teach 01	02	03	04	05	06	07	08	09	10	11	12	13
Began	93													
Teaching same school		46	16	7	6	3	2	0	0	0	0	0	0	0
Teaching different school		17	22	19	11	6	4	2	2	0	0	1	1	0
School administration		0	1	1	2	2	0	1	0	1	1	0	0	0
Homemaking		20	38	49	55	62	53	56	38	40	16	17	17	18
Business, secretar. or sales		5	4	3	4	1	1	0	0	0	0	0	0	0
Professional		1	3	4	5	3	2	2	1	1	1	1	1	1
Service occupations		1	0	1	1	0	0	0	0	0	0	0	0	0
Teaching higher education		0	0	0	2	1	1	1	2	2	0	0	0	0
Back to college		1	1	2	0	0	0	0	1	0	0	0	0	0
Health occupations		0	1	1	1	1	1	1	0	0	0	1	1	1
Teaching non-vocational		2	6	6	6	4	2	2	3	3	4	2	2	2
Several jobs in one year		0	1	0	0	0	0	0	0	0	0	0	0	0
Freelancing		0	0	0	0	1	1	2	2	2	0	0	0	0